

DEPARTMENT OF HEALTH AND HUMAN SERVICES Health Resources and Services Administration Grant Application NURSE EDUCATION, PRACTICE and RETENTION GRANT PROGRAM FY2004		Date Received CFDA No. 93.359 NEPR	Grant Number HRSA 05-064 DUNS No. 102543597
1. Title of Project (not to exceed 56 typewriter spaces) Steps to a Successful Career in Nursing (SSCN)			
2a. Project Director, Name (last, first, middle initial & position title) Halsey, Barbara - JESD Program Director		2b. Highest Degree B.A.	2c. Social Security No. n/a
2d. Mailing Address (organization, street, city, state, zip code) San Bernardino County Jobs and Employment Services Department 215 North "D" Street, Suite #301 San Bernardino, CA 92415-0046		2e. E-Mail Address: Bhalsey@jesd.sbcounty.gov 2f. Department: Jobs and Employment Services Department 2g. School or College n/a	
2h. Telephone (area code, number, extension) (909) 388-4389		2i. Fax (area code, number) (909) 388-4210	
3. Dates of entire proposed project period (This application) From July 1, 2005 To June 30, 2008		4. Applicant Organization (name and address) San Bernardino County Jobs and Employment Services Department 215 North "D" Street, Suite #301 San Bernardino, CA 92415-0046	
5. Congressional District of Applicant Other Districts that Benefit Financially from this Application <div style="display: flex; justify-content: space-around;"> 42 40, 41 </div>			
6. Official in business office to be contacted concerning application (name, title, address and telephone number) Linda Foster, Administrative Manager San Bernardino County Jobs and Employment Services Department 215 North "D" Street, Suite #201 San Bernardino, CA 92415 -0046		6a. Single point of contact if different from 6 H.B. Smith 6b. E-Mail address of single point of contact Hsmith@jesd.sbcounty.gov	
7. Entity identification no. 95-6002748	8. Official signing for applicant organization (name, title and telephone number) Dennis Hansberger, Chairman San Bernardino County Board of Supervisors 909-387-4855		
9. Type of organization (see instructions) <div style="display: flex; justify-content: space-between;"> ? Private Nonprofit ? For Profit Organization </div> <div style="display: flex; justify-content: space-between;"> <input checked="" type="checkbox"/> Public (Specify Federal, State, Local) <u>Local County Public Agency</u> </div>			
10. Project Director Assurance: I agree to accept responsibility for the conduct of the project and to provide the required progress reports if a grant is awarded as a result of this application.		11. Signature of person named in item 2a. "PER" signature not acceptable. _____ Date _____	
12. Certification and acceptance I certify that the statements herein are true and complete to the best of my knowledge and accept the obligation to comply with the DHHS terms and conditions if a grant is awarded as a result of this application. A willfully false certification is a criminal offense (U.S. Code, Title 18, Section 1001).		13. Signature of person named in item 8. "PER" signature not acceptable. _____ Date _____	

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III. APPLICATION CHECKLIST

Nurse Education, Practice and Retention Grant Applications

Institution Name: San Bernardino County Jobs and Employment Services Department

Project Director Name: Halsey, Barbara - JESD Program Director

Identify the Purpose Area addressed by the application; **please check only the one box that reflects the purpose of this application:**

Education Priority Areas

- ☐ **E-1** *Expanding Enrollment in Baccalaureate Nursing Programs (D11)*
- ☐ **E-2** *Developing and Implementing Internship and Residency Programs (D64)*
- ☐ **E-3** *Providing Education in New Technologies, Including Distance Learning Methodologies (D11)*

Practice Priority Areas

- ☐ **P-1** *Establishing or Expanding Nurse Practice Arrangements (D11)*
- ☐ **P-2** *Providing Care for Underserved Populations and Other High-Risk Groups (D11)*
- ☐ **P-3** *Providing Managed Care, Quality Improvement, and Other Skills Needed to Practice in Existing and Emerging Organized Health Care (D11)*
- ☐ **P-4** *Development of Cultural Competencies Among Nurses (D11)*

Retention Priority Area

- ☒ **R-1** *Career Ladder Programs (D65)*
- ☐ **R-2** *Enhancing Patient Care Delivery Systems/Nurse Retention (D66)*

Identify if requesting any of the following preferences; **please check all boxes that apply:**

- ☒ Substantially benefit rural populations
- ☒ Substantially benefit underserved populations
- ☐ Help meet public health nursing needs in State or local health departments

It is encouraged that the applicant select and document how they met at least one of the preferences listed above.

IV. ABSTRACT

Project Title: Steps to a Successful Career in Nursing (SSCN)

Organization Name: San Bernardino County Jobs and Employment
Services Department

Address: 215 North D Street #301
San Bernardino, CA 92415-0046

Project Director: Halsey, Barbara - JESD Program Director
Phone: (909) 386-3085
Fax: (909) 953-7987
Email: Bhalsey@jesd.sbcounty.gov
Website: www.sbcounty.gov/jesd/default.htm

Project Period: July 1, 2005 to June 30, 2008

Abstract Narrative:

R1, Focus 2: The healthcare community is confronted with an ongoing crisis: the acute shortage of registered nurses and nurse para-professionals needed to meet current requirements in a profession expected to grow exponentially through 2020. Difficulties in attracting, developing and retaining competent, professional nurse assistants, certified nurse assistants, and registered nurses is creating tremendous hardship for the health care profession in terms of meeting quality and continuity of care for patients. This acute shortage of qualified nursing personnel has quickly reached crisis proportions, especially in California. California ranks next to last in the nation with only 566 registered nurses per 100,000 people.

This project will create a career ladder (with multiple points of entry) that will increase the number of individuals pursuing advancement in their nursing career. For example, 1) health care workers/unit secretaries/other participants will be able to utilize tuition benefits offered by local employers, including Loma Linda University Children's Hospital (LLUCH), to enroll in local two- and four-year nursing programs. LLUCH will hire CNA's (approximately 2-3 FTE's) from this project's career ladder who will advance to an externship (if enrolled in an ADN program), Associate Degree in Nursing (ADN) or a Bachelors of Science in Nursing (BSN) level; 2) 1-3 local colleges will provide additional pre-requisite courses; 3) participants enrolled in ADN or BSN programs may participate in paid externships; 4) participants with either their ADN or BSN will be recruited to participate in the RN Residency Program at Loma Linda University Children's Hospital; and 5) participants enrolled in the BSN program will receive credit for this residency toward their BSN. Over a period of three years, this project will encourage participants to move up the nursing career ladder while providing opportunities for them to do so.

V. PROGRAM NARRATIVE

Introduction

The healthcare community is confronted with an ongoing crisis: the acute shortage of registered nurses and nurse para-professionals needed to meet current requirements in a profession expected to grow exponentially through 2020. Difficulties in attracting, developing and retaining competent, professional nurse assistants, certified nurse assistants, and registered nurses is creating tremendous hardship for the health care profession in terms of meeting quality and continuity of care for patients. This acute shortage of qualified nursing personnel has quickly reached crisis proportions, especially in California. California ranks next to last in the nation with only 566 registered nurses per 100,000 people.

Needs Assessment

100% of our 17 San Bernardino County hospitals continuously report vacancies for registered nurses and there are never enough nurses to meet recruitment needs. And there is a significant and unmet need for experienced nurses for specialty services such as Neonatal Intensive Care Units (NICU) or Pediatric Intensive Care Units (PICU). San Bernardino County Jobs and Employment Services Department (JESD) is addressing the needs of medical facilities in concert with the needs of local colleges and universities that are attempting to provide for the constant recruitment and demand for nursing professionals in our region.

Riverside and San Bernardino counties are very fortunate in that they have a Quality Review Board. This board is composed of representatives from colleges, universities, hospitals, Local Workforce Improvement Boards (LWIBS), and county administrative entities. Needs assessments of these partner agencies have directed the vision and the scope of work for this project.

The need for skilled nurses across the nation is urgent. The shortage of trained nurses in California is especially critical and is affecting virtually every healthcare facility within the state. With California ranking next to last in the nation with only 566 registered nurses per 100,000 people, this project will contribute significantly to the education and retention of the various levels of nurses in the workforce.

“In a recent study conducted on behalf of the American Hospital Association, respondents reported that the nursing shortage has caused emergency department over-crowding in their hospitals (38%); diversion of emergency patients (25%); reduced number of staffed beds (23%); discontinuation of programs and services (17%); and cancellation of elective surgeries (10%). In this same study, nearly 60 percent of respondents reported that nurses feel it is more difficult to provide quality care today because of workforce shortages.” (Source: Health Careers at the Crossroads: Strategies for Addressing the Evolving Nursing Crisis, Joint Commission’s new Public Policy Initiative, 2001).

Ninety percent of long-term care organizations lack sufficient nurse staffing to provide even the most basic care; home health care agencies are being forced to refuse new admissions; and there

are 126,000 nursing positions currently unfilled in hospitals across the country. In San Bernardino County, all 17 hospitals have numerous nursing position vacancies that may never be filled, even with the enticing signing bonuses being offered.

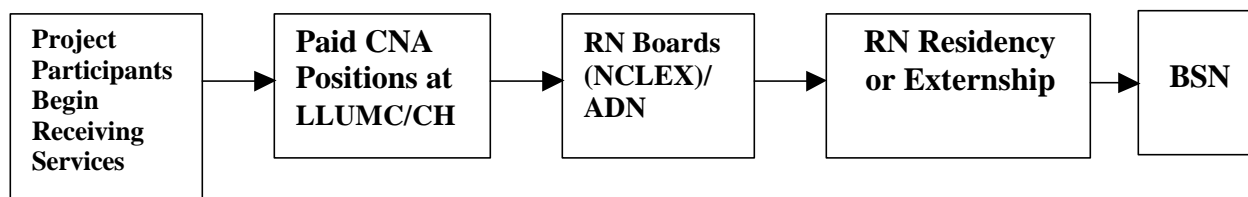
Additionally, our San Bernardino County local colleges and universities have waiting lists for their nursing assistant and 2-/4-year nursing programs. As a result they have been unable to provide sufficient pre-requisite courses each semester to meet the needs of incoming students. Certified Nursing Assistant (CNA) and Licensed Vocational Nurse (LVN) programs do not currently provide adequate tutoring and mentoring and/or availability to externships to increase program completion, certification and/or advancement within the field of nursing. Chaffey College in reporting a waiting list of 10-12 students and San Bernardino Valley College has 15-20 waiting to enter the nursing programs, and this doesn't include nursing students who are still waiting for courses each semester which has been roughly estimated at 20-30 each semester.

Loma Linda University (LLU) School of Nursing is one out of **only** two 4-year (BSN) programs in the Inland Empire. LLU's program has adapted itself to meet the needs of working professionals. The school now accepts new students each quarter into their program rather than yearly and strongly supports the availability of pre-requisite courses since this is an area that serves as a barrier in accepting new students for the BSN program.

Methodology (see more detail in "Project Plan")

The participants in this project will be recruited through the more than 200 outreach and project orientation presentations that will be conducted by the JESD, college and LLUCH RN Residency staff. Participants will be tracked through the standard procedures already in place at JESD and its partner agencies that are currently utilized for other projects.

Here is a sample of how this project will flow. A participant can enter at any step in the project.



The typical introduction for nursing students before enrolling in Workforce Investment Act (WIA) activities is to receive an initial assessment upon initial contact with the case manager. The initial assessment includes an evaluation of the student's employment goals, appraisal of his/her skill level background review and supportive service needs. If the initial assessment is favorable and the student meets the WIA program requirements, he/she is scheduled for a comprehensive assessment which examines their interests, abilities and values. Based on the results of the comprehensive assessment, a plan of action or an Individual Employment Plan (IEP) is developed. The IEP may include at a minimum, one or more of the following activities:

1. Case management – the client centered approach to the delivery of services through the workforce investment system
2. Customized training as deem appropriate - Training that is designed to meet the special needs of an employer, or training that is done under a special commitment of the

- employer to hire the person upon completion of training, or training upon which the employer pays for not less than 50% of the cost.
3. Vocational Skills training – training that takes place through an eligible training provider such as a local community college or four year university.
 4. Supportive services – payments or services offered to students in need of one or more of the following: Transportation, Ancillary, Relocation Assistance, Child Care or Needs Related Payments.

Case managers will track project participants, nursing students and RN Residents on a monthly basis while they are enrolled in training. Approximately thirty days before the student completes the nursing program, he/she will meet with the case manager in order to prepare the student for employment. Other WIA activities may be added to the IEP. These activities may include:

- Job search activities – Workshops and job search techniques by One-stop partners are made available to students.
- Staff assisted job development – Students are assigned to an EDD job placement specialist and an Employer Services Unit job developer to help them find a job.
- Individual counseling and career planning – students work one on one with the ESS to resolve issues and to develop a plan to maintain self-sufficiency after the completion of the program.
- Resume assistance – ESS works with students to develop a resume and enter it into CalJOBS, America's Job Bank and JESD.com internet employment systems.

Upon completion of training, case managers will assist students in obtaining employment through the One-stop system and its partners. Case managers track participants for up to one year after completing the program. Students who have obtained employment may be eligible to receive the following WIA services:

- Assistance with work-related problems that may arise
- Assistance in securing better paying jobs
- Peer support groups
- Information about additional educational opportunities

Loma Linda University Medical Center & Children's Hospital (LLUMC/CH) has agreed to hire project participants that meet the requirements as NA's or CNA's and that sign up for ADN/BSN programs. The medical center has agreed to offer 2-3 FTE's per year (for approximately 4-6 participants) and will assist students by providing them flexibility in their work schedules to attend classes at any college or university program. In addition, the medical center has unit secretary positions that periodically become available for application. These positions also have flexibility for attending classes. Employees of LLUMC/CH received 8 units of tuition benefits each year that they can use toward their college education. Project participants will also receive employment opportunity information on other employers who provide tuition benefits.

Built into the Steps for a Successful Career in Nursing is the increase in availability of pre-requisite courses that will be offered through our local college nursing programs (including NA, CNA). Because of budget cut backs in courses offered at these colleges and the increase in demand for nursing students, this SSCN Project will negotiate arrangements with 1-3 colleges to

provide additional course opportunities for nursing students. We will begin with one college in year one and add additional colleges for years two and three. In collaboration with our local colleges and universities, the in-demand pre-requisite courses that have been identified include, but are not limited to, Anatomy, Physiology, Introduction to Inorganic, Organic and Biochemistry, and Microbiology. We are currently working out logistics and find that the colleges are willing to work with us on this issue once funding has been acquired.

Project participants who pass their NCLEX will then be recruited to participate in the RN Residency Program offered at Loma Linda University Children's Hospital (LLUCH). This project has the capacity to accept 40 residents every 6 months, and has a system in place to track SSCN participants and report on their recruit, residency success, and retention.

For project participants who are enrolled in Loma Linda University's BSN program, they have a two-fold benefit: they will receive units of credit toward their BSN for participating in the RN Residency (paid residency) and can participate in a paid externship through the adult side of Loma Linda University Medical Center (as opposed to the Children's Hospital side) and also receive a unit of credit. RN Residents also receive tuition benefits (8 units per year) that can be used to complete their BSN at any university.

We believe that this career ladder reduces barriers for nursing students by providing additional opportunities to complete pre-requisite courses in nursing, while at the same time providing incentives (flexible schedule employment opportunities, tuition benefits, RN residency, paid externships, and units of credit towards BSN programs). And through our Workforce Investment Act (WIA) funding, project participants are ineligible to receive their testing, licensing and other fees paid for by WIA.

As a participant in the JESD's "Steps to a Successful Career in Nursing (SSCN) career ladder, participant

- Can work (as a Nursing Assistant, CNA, LVN or other para-health professional) and participate in nursing education at the same time.
- Will develop a better understanding of the job requirements for their chosen career and gain valuable experience by working at a hospital or other health care facility as a CNA, unit secretary or LVN.
- Should know that select employers offer tuition reimbursement and flexible schedule to their employees wanting to get a certificate or a degree in nursing, and promote them to a higher position after completion of the program. LLUCH is such an employer and has agreed to hire project 2-3 FTE full or part-time participants as CNA's each year.
- Can develop at their own pace and have the opportunity to choose their work environment especially since the need for nurses is extremely high and employment opportunities in various healthcare settings are tremendous.

VI. BUDGET

OMB Approval NO. 00915-0060

Expiration Date: 08/31/2006

A. DETAILED BUDGET – Year One

Direct Costs Only						
A. Nontrainee Expenses						
Personnel (Do not list trainees)		Time/Effort		Dollar Amount Requested (Omit Cents)		
Name	Title of Position	%	Hours per week	Salary	Fringe Benefits	Total
Barbara Halsey	Program Director	10	4	8,000	2,800	10,800
H.B. Smith	Program Manager	25	10	14,105	4,936	19,041
Paul Mohr	Employment Services Analyst	10	4	5,000	1,750	6,750
Norleen Cunningham	Staff Analyst	20	8	10,000	3,500	13,500
Edna McCollum	Employment Services Specialist	50	20	21,075	7,376	28,451
Marilyn Trombetta	Administrative Supervisor	10	4	6,704	2,346	9,050
*to be identified	Fiscal Clerk One	15	6	4,950	1,733	6,683
*to be identified	Employment Services Technician	10	4	3,465	1,213	4,678
Subtotals						98,953
Consultant Costs						0
Equipment (Itemize)						0
Contracts: (Loma Linda University Children's Hospital \$100,000), (San Bernardino Valley College \$25,000), (Loma Linda University School of Nursing \$5,000)						130,000
Supplies (Itemize by category): (office -\$1,000); (Communications - \$500) (Postage - \$750) (Marketing materials \$1,750)						4,000
Staff Travel: (Washington, DC \$2,547) (Local Travel \$500)						3,047
Other Expenses (Itemize by category)						0
Subtotals (Section A)						236,000
B. Trainee Expenses (NOT APPLICABLE TO THIS PROGRAM)						
Predoctoral Stipends				No. requested:		
Postdoctoral Stipends				No. requested:		
Other (Specify)				No. requested:		
Total Stipends						
Tuition and Fees						
Trainee Travel (Describe)						
Subtotal (Section B)						

A. DETAILED BUDGET – Year Two

Direct Costs Only						
A. Nontrainee Expenses						
Personnel (Do not list trainees)		Time/Effort		Dollar Amount Requested (Omit Cents)		
Name	Title of Position	%	Hours per week	Salary	Fringe Benefits	Total
Barbara Halsey	Program Director	10	4	8,160	2,856	11,016
H.B. Smith	Program Manager	25	10	14,387	5,035	19,422
Paul Mohr	Employment Services Analyst	10	4	5,100	1,785	6,885
Norleen Cunningham	Staff Analyst	20	8	10,200	3,570	13,770
Edna McCollum	Employment Services Specialist	50	20	21,496	7,523	29,019
Marilyn Trombetta	Administrative Supervisor	10	4	6,838	2,393	9,231
*to be identified	Fiscal Clerk One	15	6	5,049	1,767	6,816
*to be identified	Employment Services Technician	10	4	3,534	1,237	4,771
Subtotals				74,764	26,166	100,930
Consultant Costs						0
Equipment (Itemize)						0
Contracts: (Loma Linda University Children's Hospital \$110,000), (San Bernardino Valley College \$30,000), (Victor Valley College or LLUSAHP \$20,000), (Loma Linda University School of Nursing \$5,000)						165,000
Supplies (Itemize by category): (office -\$1,000); (Communications - \$500) (Postage - \$750) (Marketing materials \$1,750)						4,000
Staff Travel: (Washington, DC \$2,570) (Local Travel \$500)						3,070
Other Expenses (Itemize by category)						0
Subtotals (Section A)						273,000
B. Trainee Expenses (NOT APPLICABLE TO THIS PROGRAM)						
Predoctoral Stipends				No. requested:		
Postdoctoral Stipends				No. requested:		
Other (Specify)				No. requested:		
Total Stipends						
Tuition and Fees						
Trainee Travel (Describe)						
Subtotal (Section B)						

A. DETAILED BUDGET – Year Three

Direct Costs Only						
A. Nontrainee Expenses						
Personnel (Do not list trainees)		Time/Effort		Dollar Amount Requested (Omit Cents)		
Name	Title of Position	%	Hours per week	Salary	Fringe Benefits	Total
Barbara Halsey	Program Director	10	4	8,323	2,913	11,236
H.B. Smith	Program Manager	25	10	14,674	5,136	19,810
Paul Mohr	Employment Services Analyst	10	4	5,202	1,820	7,022
Norleen Cunningham	Staff Analyst	20	8	10,404	3,641	14,045
Edna McCollum	Employment Services Specialist	50	20	21,925	7,673	29,598
Marilyn Trombetta	Administrative Supervisor	10	4	6,974	2,441	9,415
*to be identified	Fiscal Clerk One	15	6	5,149	1,802	6,951
*to be identified	Employment Services Technician	10	4	3,604	1,261	4,865
Subtotals				76,255	26,687	102,942
Consultant Costs						0
Equipment (Itemize)						0
Contracts: (Loma Linda University Children's Hospital \$120,000), (San Bernardino Valley College \$35,000), (Victor Valley College or LLUSAHP \$20,000) (Loma Linda University School of Nursing \$5,000)						180,000
Supplies (Itemize by category): (office -\$1,000); (Communications - \$500) (Postage - \$750) (Marketing materials \$1,750)						4,000
Staff Travel: (Washington, DC \$2,558) (Local Travel \$500)						3,058
Other Expenses (Itemize by category)						0
Subtotals (Section A)						\$ 290,000
B. Trainee Expenses (NOT APPLICABLE TO THIS PROGRAM)						
Predoctoral Stipends				No. requested:		
Postdoctoral Stipends				No. requested:		
Other (Specify)				No. requested:		
Total Stipends						
Tuition and Fees						
Trainee Travel (Describe)						
Subtotal (Section B)						

B. CONSOLIDATED BUDGET

Direct Costs	First Budget Period	Second Budget Period	Third Budget Period	Fourth Budget Period	Fifth Budget Period	Total
A. Nontrainee Expenses						
Personnel	\$98,953	\$100,930	\$103,942	\$ 0	\$ 0	\$302,825
Consultant Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Contracts	\$130,000	\$165,000	\$180,000	\$ 0	\$ 0	\$475,000
Supplies	\$4,000	\$4,000	\$4,000	\$ 0	\$ 0	\$12,000
Staff Travel	\$3,047	\$3,070	\$3,058	\$ 0	\$ 0	\$9,175
Other Expenses	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Subtotal Section A	\$236,000	\$273,000	\$290,000	\$ 0	\$ 0	\$799,000
B. Trainee Expenses (NOT APPLICABLE TO THIS PROGRAM)						
Stipends						
Tuition & Fees						
Trainee Travel						
Subtotal Section B	0	0	0	0	0	0
Total Direct Costs (Add Subtotals of Sections A & B)	\$236,000	\$273,000	\$290,000	\$ 0	\$ 0	\$799,000

Indirect Costs Requested X Yes NoIf "Yes," at 7.5 % rate.

HRSA-6025-1 (Formerly PHS-6025-1) (revised 06/00)

B. CONSOLIDATED BUDGET

Estimated Funding	First Budget Period	Second Budget Period	Third Budget Period	Fourth Budget Period	Fifth Budget Period	Total
Federal (Requested in this Application) – including Indirect	\$253,700	\$293,475	\$311,750	0	0	\$858,925
Other Federal	0	0	0	0	0	0
Applicant Institution	0	0	0	0	0	0
State, Local/Other	0	0	0	0	0	0
Program Income	0	0	0	0	0	0
Total	\$253,700	\$293,475	\$311,750	0	0	\$858,925

HRSA-6025-1 (Formerly PHS-6025-1) (revised 06/00)

C. Budget Justification: Nontrainee Expenses

Personnel Costs:

Barbara Halsey, Program Director – will serve as the Program Director for the Steps to a Successful Career in Nursing (SSCN) program. She will be responsible for the overall administration of SSCN, including the planning, development, and implementation of the project. Some of her specific duties include interviewing and evaluating staff, assessing program performance, working with staff to modify the program, overseeing public relations and marketing, and long-term strategic planning. She will also be responsible for approving the Monthly Participant Summaries and Expenditure Report. The Program Director directly supervises the Program Manager and serves as the liaison between the Local Workforce Investment Board and the grant operator. This is a full-time position, however, we are only requesting support for .10 FTE from HRSA, with the remainder covered by Workforce Investment Act (WIA) funding.

H.B. Smith, Program Manager – will serve as the program manager for this project. He will review and analyze HRSA laws and regulations pertaining to the grant and those of WIA to write policies and procedures for JESD staff. He will manage the day-to-day operations of the program for JESD and be responsible for developing and submitting SSCN Monthly Participant Summary Reports to the Program Director. He will be responsible for coordinating the ongoing evaluation SSCN. He will serve as the liaison between JESD and the various grant partners, which includes serving as the primary liaison between the hospital staff, the colleges and JESD. He will train JESD staff on the grant requirements and on all procedures implemented over the course of the grant. Mr. Smith currently serves as the JESD staff member to the Quality Review Board and will continue to do so under the grant. This is a full-time position, however, we are only requesting support for .25 FTE from HRSA, with the remainder covered by Workforce Investment Act (WIA) funding.

Paul Mohr, Employment Services Analyst (ESA) – will develop contracts and Memorandums of Agreements between grant parties based on the SCN program and grant requirements. He will develop and monitor individual contracts for services with JESD training providers. He will be responsible for monitoring and assuring that the training and procurement requirements of the grant and WIA are being enforced and if necessary, assist in the development of technical assistance and corrective action plans necessary to correct program discrepancies. Mr. Mohr will also meet with nursing students enrolled in the program to ensure that WIA policies and procedures related to student involvement in training are being met. This is a full-time position, however, we are only requesting support for .10 FTE from HRSA, with the remainder covered by Workforce Investment Act (WIA) funding.

Norleen Cunningham, Staff Analyst I – will serve as the Staff Analyst I. She will be responsible for performing monthly fiscal reviews of program expenditures, and coordinating monthly SCN expenditure reports to management for submittal to State and Federal agencies. She will also be responsible for approving purchases and requisitions. This is a full-time position, however, we are only requesting support for .20 FTE from HRSA, with the remainder covered by Workforce Investment Act (WIA) funding.

Edna McCollum, Employment Services Specialist (ESS) – serves as the case manager for this project. She provides case management and support services to the nursing students through the One-stop system. This may include referrals to one-stop partners, training providers, and other public and community agencies. Ms. McCollum also reviews individual student assessment results in order to develop a plan of action that will lead student up the Career ladder from CNA to RN or BSN. Ms. McCollum will track students monthly as they ascend the career ladder, and continue to track students for up to a year after each has completed the training program. This is a full-time position, however, we are only requesting support for .50 FTE from HRSA, with the remainder covered by Workforce Investment Act (WIA) funding.

Marilyn Trombetta, Administrative Supervisor – will serve as the SSCN administrative supervisor responsible for all fiscal activities relating to the implementation and operation of this grant. She will serve as the immediate supervisor of the fiscal clerk II and staff analyst I. She will prepare the grant budget, grant modifications, and recommend any correction action necessary on budget variances. Ms. Trombetta will prepare all financial sections of the grant. She will also be responsible all subsequent follow-up including recommending and monitoring procedures for grant implementation. Finally, Ms. Trombetta will be responsible for approving the SSCN Expenditure reports before submittal to the Director. This is a full-time position, however, we are only requesting support for .10 FTE from HRSA, with the remainder covered by Workforce Investment Act (WIA) funding.

Fiscal Clerk I (to be identified) – Under general supervisor of the Administrative Supervisor, the fiscal clerk I will be responsible for fiscal and other clerical work in support of the SSCN project. The fiscal clerk I will check data for accuracy, legality and consistency. She will tabulate and verify fiscal statistical data; balance SSCN fiscal accounts; prepare SSCN payroll entries, purchase orders and requisitions; and maintain SSCN inventory records. This is a full-time position, however, we are only requesting support for .15 FTE from HRSA, with the remainder covered by Workforce Investment Act (WIA) funding.

Employment Services Technician (EST) (to be identified) – Employment Services Technician will perform outreach activities pertaining to SSCN program, including explaining the SSCN program during Employment Resource Center Orientations. The EST will be the first form of contact for prospective program students. The EST will be responsible for recruitment activities, intake and eligibility determination for the SSCN and WIA programs. The EST will also be responsible for referring students who are not selected to One-Stop partners for services. This is a full-time position, however, we are only requesting support for .10 FTE from HRSA, with the remainder covered by Workforce Investment Act (WIA) funding.

II. Consultants Costs

None requested.

III. Indirect Costs:

Indirect costs of 7.5% are added to total budget as per HRSA guidelines. Indirect will be used for administrative and accounting expenses. This percentage is required by all San Bernardino County program grants proposals.

IV. Fringe Benefits:

Fringe Benefits are computed at 35% for employees. Fringe benefits include health, dental, insurance, vision, disability insurance, sick leave, holiday accruals, administrative leave, etc.

V. Travel:

We have budgeted \$3,047 (FY 05/06) to cover mileage, airfare and hotel costs per year. These funds will enable our Program Director to attend one meeting in Washington, D.C., as part of this grant and participate in one national conference per year in order to publicize the project and disseminate lessons learned, also to travel to the various sites in San Bernardino County to conduct recruitment activities for this project, for follow-up with participating colleges, and meetings with collaborative partners as needed (\$3,070 FY 06/07; \$3058 FY 07/08).

VI. Equipment: None requested.

VII. Supplies:

Includes general office supplies including paper, pens, file folders, etc. (\$1,000 FY 05/06; \$1,000 FY 06/07; \$1,000 FY 07/08); Communications for telephone, fax, internet access, etc. (\$500 FY 05/06; \$500 FY 06/07; \$500 FY 07/08); Postage for general mail, overnight services, to maintain contact with collaborative partners (\$750 FY 05/06; \$750 FY 06/07; \$750 FY 07/08); Marketing materials/brochures to promote project and recruit participants for the various steps of this project and program outreach (\$1,750 FY 05/06; \$1,750 FY 06/07; \$1,750 FY 07/08).

VIII. Subcontracts:

Contracts: Colleges/Universities - to provide 4-8 pre-requisite courses (e.g. Anatomy, Physiology, Introduction to Organic or Biochemistry, Microbiology) to reduce barriers and enable students to proceed through the career ladder steps this project has created: San Bernardino Valley College (\$25,000 FY 05/06; \$30,000 FY 06/07; \$35,000 FY 07/08), Victor Valley College and/or Loma Linda University School of Allied Health Professions (LLUSAHP) (\$20,000 FY 06/07; \$20,000 FY 07/08); and Loma Linda University Children's Hospital's RN Residency staff to conduct recruitment presentations, work with RN Residents entering through this project, curriculum scheduling and implementation, provide mentoring and preceptors to RN Residents (\$100,000 FY 05/06; \$110,000 FY 06/07; \$120,000 FY 07/08), and Loma Linda University-School of Nursing (\$5,000 FY 05/06; \$5,000 FY 06/07; \$5,000 FY 07/08) for recruitment/ outreach and externship coordination activities.

We propose to add Victor Valley College and/or Loma Linda University School of Allied Health Professions (FY 06/07 & FY 07/08) to provide additional pre-requisite courses for participants. We believe this will facilitate the completion of required courses for entry into nursing programs.

IX. Other Expenses: None requested.

D. Maintenance of Effort

NON-FEDERAL EXPENDITURES

FY 2004 (Actual)	FY 2005 (Estimated)
Actual FY 2004 non-Federal funds, including in-kind, expended for activities proposed in this application. If proposed activities are not currently funded by the institution, enter \$0.	Estimated FY 2005 non-Federal funds, including in-kind, designated for activities proposed in this application.
Amount: \$ <u>0</u>	Amount: <u>\$50,000 (In-Kind)</u>

VII. DETAILED DESCRIPTION OF PROJECT

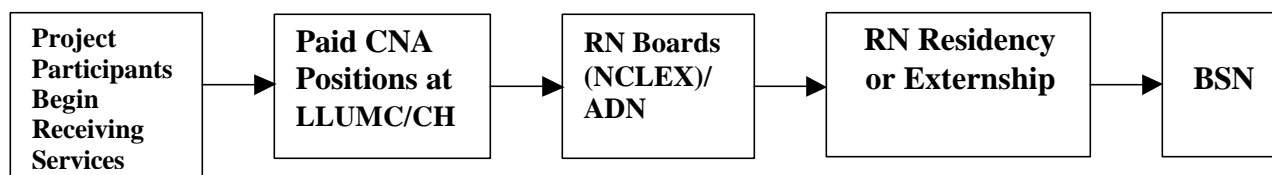
A. Purpose, Need and Rationale

R.1.-Focus 2: Promote the advancement of individuals to become professional nurses, advanced education nurses, licensed practical nurses, certified nurse assistants, and home health aides. (e.g., CNA to LPN to RN; CNA to RN; BA to MSN, etc.)

Purpose

The purpose of this project is to: 1) decrease barriers for individuals who select the field of nursing as a career, 2) provide a means for participants to advance from one step to another in the field of nursing; and 3) increase retention of these individuals in their chosen field. Through our collaborative partnership's implementation of the proposed steps in our career ladder, we will strengthen skills, decrease barriers, expand career options, and enhance nurse retention for hospitals and medical facilities in Southern California's Inland Empire. This project's partnership is a collaborative formed by San Bernardino County Jobs and Employment Services Department, Loma Linda University Children's Hospital, Loma Linda University School of Nursing, and 1-3 community colleges with which we are currently collaborating. The San Bernardino County Jobs and Employment Services Department presently collaborates with all of the colleges and universities in San Bernardino County through its WIA One-stop system, however for this project we will work most closely with the training programs at San Bernardino Valley College during year one and will add an additional college in years two and three.

Here is a sample of how this project will flow. A participant can enter at any step in the project.



Need

The need for skilled nurses across the nation is urgent. The shortage of trained nurses in California is especially critical and is affecting virtually every healthcare facility within the state. With California ranking next to last in the nation with only 566 registered nurses per 100,000 people, this project will contribute significantly to the education and retention of the various levels of nurses in the workforce.

“In a recent study conducted on behalf of the American Hospital Association, respondents reported that the nursing shortage has caused emergency department over-crowding in their hospitals (38%); diversion of emergency patients (25%); reduced number of staffed beds (23%); discontinuation of programs and services (17%); and cancellation of elective surgeries (10%). In this same study, nearly 60 percent of respondents reported that nurses feel it is more difficult to provide quality care today because of workforce shortages.” (Source: Health Careers at the Crossroads: Strategies for Addressing the Evolving Nursing Crisis, Joint Commission's new Public Policy Initiative, 2001).

San Bernardino County local colleges and universities have waiting lists for their nursing assistant and 2-/4-year nursing programs. As a result they have been unable to provide sufficient pre-requisite courses each semester to meet the needs of incoming students. Certified Nursing Assistant (CNA) and Licensed Vocational Nurse (LVN) programs do not currently provide adequate tutoring and mentoring and/or availability to externships to increase program completion, certification and/or advancement within the field of nursing.

San Bernardino County Jobs and Employment Services Department (JESD) program was appointed by the San Bernardino County Local Workforce Investment Board (LWIB) to provide training and non-training services in San Bernardino County in accordance with the Workforce Investment Act of 1998. For more than six years, the JESD has been identifying needs within the county and providing training opportunities to those seeking employment and job skills. While the various projects of JESD have enrolled over 280 incumbent healthcare workers, community college students, and WIA One Stop customers in training programs, there is still a critical shortage of pre-requisite courses for health science and nursing programs and an ongoing shortage of registered nurses that needs to be proactively addressed.

Associate Degrees in Nursing (ADN) are offered at Chaffey College in Rancho Cucamonga, CA, Victor Valley College in Victorville, CA and at Bernardino Valley College in San Bernardino, CA. As of November 2004, both colleges have waiting lists of as many as 10-20 students each semester. Many of the students on these lists need to complete pre-requisite classes (e.g. Introduction to Organic and Biochemistry, Microbiology, Anatomy, Physiology, etc.) for acceptance into the CNA or ADN programs, but because of budget cuts are unable to do so due to the limited availability of these classes. (Sample of their nursing courses is in Appendix F)

Additionally, the impact of the nursing shortage is particularly critical for acute care facilities. Because of this shortage, the majority of all nurses hired by hospitals are new nursing program graduates from local colleges and universities. The leap these individuals take from classroom student to medical professional can be overwhelming, especially if they have had limited exposure to hospital settings.

Once hired by hospitals, ADN and BSN new graduate nurses are placed into environments that treat “the sickest of the sick.” Yet many of these new nurses are not professionally or emotionally equipped to immediately perform the rigorous work inherent in acute pediatric healthcare. As a result of the disparity between new nurses’ abilities and their responsibilities, many quickly become frustrated, disillusioned and burned-out. It is for this reason that we have added a retention component through access to Loma Linda University Children’s Hospital’s (LLUCH) RN Residency Program. In addition, RN residents will have educational benefits as employees and can earn units during their residency that will advance them for the completion of their BSN.

Rationale: Over 63% of all RNs are over 40 years old and looking towards retirement in the next 20 years. By 2010, the average age of nurses will be 45.4, and approximately 40% of the workforce will be older than 50. By 2020, the total number of full-time equivalent RN’s is projected to have fallen 29% below requirements. Furthermore, enrollment in diploma programs

dropped 42% between 1993 and 1996, and enrollment in associate degree programs declined 11%. Although enrollments in nursing school are on the rise, student openings in these programs are still very limited and inadequate to meet the needs of healthcare facilities. Another disadvantage particular to a Level 1 Trauma Center & Children's Hospital is that nursing programs provide minimal pediatric and neonatal clinical experiences—most often less than 76 hours over the course of their nursing school training.

According to the article “California Nursing Work Force Initiative: Planning for California's Nursing Work Force Center for the Health Professions” (June 1999), the following recommendations were made to address the nursing shortage:

- Increase the number of direct entry enrollments in baccalaureate nursing programs;
- Increase scholarship support to those in private colleges;
- Re-open and create new pre-licensure opportunities within the University of California system;
- Establish incentives to encourage associate degree nurses to complete baccalaureate degrees
- Emphasize recruitment efforts with positive professional images to ensure current enrollment numbers;
- Increase the number of educational opportunities at the baccalaureate level;
- Increase the support for graduate education;
- Provide faculty salary incentives; and
- Enhance the cultural diversity of the RN workforce and recruit culturally diverse student populations in all programs.

Loma Linda University Children's Hospital (LLUCH) has projected a continued shortage of nurses in 2004 due in part to the new nurse-to-patient ratios being required by state government. Prior to the RN Residency, LLUCH's vacancy rate continued to rise for RN positions. In 2001, the RN vacancy rate was 8% and in 2002 it increased to 13%. For the first eleven months in 2003, which is the first year the effects of the residency were felt, the RN vacancy rate decreased to 10.5%.

Nationwide, pediatric acute care hospitals lose between 36%-60% of new graduates within the first year of employment. While the RN Residency at LLUCH has benefited the institution, we find that an aging RN workforce still continues to impact the high turnover rates we are experiencing. In 2001, our turnover rate was 16%, in 2002, it dropped slightly to 14%, and in 2003, and it is projected to be 18%. While we collect both vacancy and turnover rates, presently we do not collect attrition rates for personnel.

In addition, the new graduate nurse retention rate prior to the field-test period of this residency was 58%, and the post-residency rate increased to 93%. Thus, the preparation of replacements for an aging workforce and the adequate training of new graduate RNs are insufficient for the future, without the RN Residency in place. See Appendix F for the New Graduate Retention Rates and Unit Retention Rates.

The focus of the RN Residency in Pediatrics is to attract, train, and retain new graduate RNs in the workplace. In this program, residents receive approximately 550 hours of clinical training and 200 hours of didactic training during the program. The didactic training includes core residency classes, pediatric or neonatal classes, and specialty classes depending on their area of hire. The clinical training includes 550 hours spent with a preceptor in their area of hire and additional hours (10-20) in related areas of the hospital. The time spent with a preceptor in a related patient care area of the hospital is called “looping” and provides the resident with a better understanding of the continuum of patient care. They learn how patients move throughout the hospital depending on their changing acuity level. For example, a resident who has been hired to a Pediatric Medical/Surgical Unit may loop to the emergency department during a clinical day. The resident can see how patients come into the hospital through the emergency department. This gives them a better understanding of the stresses families and children experience prior to their admission to the Medical/Surgical unit. The looping experience also helps the resident to develop connections with staff working in other areas of the hospital so they feel like a part of a larger team. **Retain:** New employees who feel supported within and connected to their workplace are more likely to stay. RNs that have roles as mentors and preceptors will provide support to the resident. Prior to implementing the RN Residency, LUCH had a retention rate of 58% for new graduates who remained in full time positions one year after employment. After the Residency Program began that rate was 93% for new graduates who completed the program and remained in full time positions one year later.

Each resident will have a **mentor** they select who will work with him or her throughout the program. The mentor is an experienced nurse who works outside of the resident’s immediate work area, providing an objective viewpoint for situations that may arise about which the new nurse may have questions, and acting as a sponsor or advisor to the resident. The mentors function in several different roles with the resident including coach, consultant, relationship builder, and teacher. The mentor helps the resident to plan short and long-term career goals, navigate through the complex hospital setting, understand the political issues in the work setting, provide an objective viewpoint for a particular situation, think through communications they may have misunderstood, and socialize into the work setting.

During clinical experiences, the resident is always partnered with an RN **preceptor**. The preceptor provides direct supervision. The resident does not have total, independent patient care responsibility until after the completion of his/her residency. The preceptor is a staff nurse who meets the qualifications for being a preceptor and has been selected by his or her Nurse Manager.

Residents meet regularly with a **support group** every 3 to 4 weeks throughout the program. The support groups number about 10 residents each and are led by trained facilitators to provide a safe and confidential place for the new graduate to express feelings, concerns, or doubts in a supportive setting. The support groups help the residents develop a firm foundation at the beginning of their careers that will assist them in coping with the stressful situations they will deal with as they work in their specialty areas.

1. Describe the target audience and provide evidence of participant interest in, and support for the proposed educational offering:

The target audiences for this project are individuals who are seeking some a career in the field of nursing (NA, CNA, ADN, BSN), and who are not able to access classes due to waiting lists of 1-2 years. CNA's, LVN's, unit secretaries, ADN's and other para-medical professionals who want to proceed up the career ladder toward advanced degrees, certificates or licensure are also a part of our target population for this project.

2. Describe the curriculum for project students. Give attention to bridge courses, challenge examinations, courses, challenge examinations, and other mechanisms for articulation as applicable. Indicate the sequencing of courses. Estimate the total time required to complete the program(s) associated with this project. Include evidence of program approval/accreditation.

This project will provide 4-8 additional pre-requisite classes (e.g. Intro to Organic/Biochemistry, Anatomy, Physiology, Microbiology) per year at 1-3 colleges in San Bernardino County. The timing of these courses is dependent on the waiting list and pre-requisite requirements of the project's participants. In addition, NCLEX examination fees and other certificate or license fees can be paid for through WIA funding sources which are not a part of this project.

- 3. Describe the educational offering, include the following content:***
- a. the design of curriculum or course offering(s) and learning experiences;***
 - b. the number, length and frequency of educational sessions;***
 - c. the relationship of project specific curriculum development or enhancement to the existing program;***
 - d. a one paragraph course description and a topical outline for each course to be offered;***
 - e. a description of anticipated clinical experiences, if appropriate; and***
 - f. the type of recognition to be awarded (e.g., certificate, continuing education units, academic credit).***

While this project focuses on increasing the number of pre-requisite courses being taught on 1-2 college campuses, Appendix F identifies the essential information about courses being offered at Chaffey College, Loma Linda University School of Nursing, and San Bernardino Valley College. However, our plan is not to expand enrollment in these nursing programs as much as it is to offer additional pre-requisite class opportunities for individuals who sign up with this project. These are not new classes, but are courses already being conducted on the college campuses. (see Appendix F. Table 4 and F. 6.)

4. Include a plan and a signed agreement for articulation or transfer between or among institutions participating in the project.

(See Project Plan on page 55 and Letters of Support in Appendix 49)

5. Describe a plan for increasing enrollments and graduations in educational programs for nursing personnel as appropriate (home health aides; certified nurse assistants; licensed practical nurses; registered nurses and/or advanced education nurses) for the project.

Indicate the number and percent of the increase in enrollment from the baseline for each project year.

Presently, this proposed career ladder does not exist in San Bernardino for JESD participants, so no baseline numbers are available. Through our case manager, this project will follow each participant as they journey through the steps to their career in nursing: to assess which participants were employed at institutions offering educational benefits, how many utilized these benefits, how many CNA's advanced to the Nurse Externships and on to their ADN/NCLEX; and how many of these advanced on to an RN Residency and then on to their BSN.

6. Incorporate recruitment of a culturally diverse student population. Describe the plan to overcome barriers to enrollments by identifying the various activities to be carried out to address the barriers.

By conducting over 200 presentations (outreach/recruitment) at colleges, trade and vocational schools, and other community sites, this project will attract a racially and ethnically diverse pool of applicants for CNA/ADN programs at our local colleges/universities and other community sites in San Bernardino County. **(National Goal 2) (HP 2010)**

JESD staff currently conducts approximately 180+ presentations for their WIA project activities and will add recruitment/outreach for this career ladder to all their future presentations. LLUCH RN Residency staff will conduct 10-15 presentations each year to our targeted populations encouraging applications for the residency program. Loma Linda University School of Nursing will conduct recruitment and outreach. Both agencies track participant race/ethnicity data and will report their results for this project.

7. Describe the mentoring/counseling activities.

Tutoring is available at San Bernardino Valley College for students seeking help with their pre-requisite courses. The RN Residents at LLUCH select their own mentor that will provide them support and encouragement throughout their residency (see Appendix F). Based on past experience and evaluation data from other similar projects, we feel that these support services are critical to the long-term success of our program participants' careers. JESD provides vocational counseling.

8. Explain the relationship of this project to retention of the nursing workforce.

Participants in the JESD project will each receive one-to-one contact once a month with a case manager, as well as follow up with their department personnel on campus. Monthly contact (telephone and/or in-person), along with individualized counseling and career planning are critical components for retention in their chosen career.

LLUCH has projected a continued shortage of nurses in 2004 due in part to the new nurse-to-patient ratios being required by state government. Prior to the RN Residency, LLUCH's vacancy rate continued to rise for RN positions. In 2001, the RN vacancy rate was 8% and in 2002 it

increased to 13%. For the first eleven months in 2003, which is the first year the effects of the residency were felt, the RN vacancy rate decreased to 10.5%.

The RN turnover rate continues to be of concern at LLUCH as it is across the nation. While the RN Residency has benefited the institution, we find that our aging RN workforce still continues to impact the high turnover rates we are experiencing. In 2001, our turnover rate was 16%, in 2002, it dropped slightly to 14%, and in 2003, and it is projected to be 18%. While we collect both vacancy and turnover rates, presently we do not collect attrition rates for personnel.

In addition, the new graduate nurse retention rate prior to the field-test period of this residency was 58%, and the post-residency rate increased to 93%. Thus, the preparation of replacements for an aging workforce and the adequate training of new graduate RNs are insufficient for the future, without the RN Residency in place. See Appendix F for the New Graduate Retention Rate.

9. Provide evidence of employer support for the proposed activity (e.g. release time, tuition reimbursement, facilities), if applicable.

Loma Linda University Medical Center & Children's Hospital offers employees tuition reimbursement of up to 8 quarter units each year (eligible after a three month probation), and flexible schedules for CNA's and Unit Secretaries who are enrolled in nursing programs. LLUCH has agreed to hire CNA's from our project participants to fill 2-3 FTE's in their institution.

10. Provide assurance that the project will be operational (enrolling project students/participants) at least within the second quarter of funding.

All but the two clerical project staff are already in place and all partnership relationships are intact. Based upon execution of the contract, and approval by the county's board of supervisors, contracts will be signed with all subcontractors within the second quarter of funding. JESD staff and college nursing programs will begin outreach and recruitment activities pertaining to this career ladder at approximately 200 presentations conducted yearly. The RN Residency Project will begin their recruitment activities and participation in the project's career ladder as soon as the subcontracts are signed.

B. Objectives

The program's goals are to create steps to a career ladder in the field of nursing by: 1) attracting a diverse pool of applicants for CNA/ADN programs at local community college and BSN applicants for Loma Linda University School of Nursing through outreach and recruitment activities, and sign up these SSCN as career ladder participants; 2) increasing by 4-8 the number of pre-requisite nursing course offerings on 1-3 college campuses each year; 3) providing access to paid externships (for participants advancing to LLUSN's BSN program) and the RN Residency Program for new licensed nurses (which includes mentoring) and increasing retention of RN Residents who complete the program; 4) demonstrating advancement of career ladder

participants who move from one step to another in the career ladder and evaluate the ladder's effectiveness, and disseminate results.

We will begin with San Bernardino Valley College in year one and will add an additional college in year's two and three that will offer supplementary pre-requisite courses on these campuses.

These objectives clearly support the National Goals outlined by the Bureau of Health Professions to improve access to quality health care through appropriate preparation, composition and distribution of the health profession workforce.

Project Relationship to Bureau of Health Professions' National Goals:

The "Steps to a Successful Career in Nursing" Program will support the Bureau of Health Professions' focus on assuring access through programs that improve the distribution, diversity and quality of the healthcare workforce, as seen in the Bureau's two national goals:

National Goal 1: Improve access to quality health care through appropriate preparation, composition and distribution of the health professions workforce; and

National Goal 2: Improve access to a diverse and culturally competent and sensitive health professions workforce.

One of the objectives addressed in Healthy People 2010 is that "in the health professions, allied and associated health profession fields, and the nursing field, increase the proportion of all degrees awarded to members of underrepresented racial and ethnic groups." We feel our project addresses this need because of the population base we serve in San Bernardino County. In addition, our recruitment efforts will focus on outreach to underserved, minority groups.

Specific Project Objectives:

JESD has identified the following objectives for the project:

1. Attract a racially and ethnically diverse pool of applicants for CNA/ADN programs at local community college, and BSN applicants for Loma Linda University School of Nursing through outreach and recruitment activities and sign up these SSCN career ladder participants **(National Goal 2) (HP 2010)**.
2. Increase by 4-8 the number of pre-requisite nursing course offerings each year on 1-3 college campuses **(National Goal 1)**.
3. Provide access to paid Externships (for participants advancing to LLUSN's BSN program) and the RN Residency Program (which includes mentoring) for new licensed nurses and increase retention of RN Residents who complete the program **(National Goals 1 & 2)**.
4. Demonstrate advancement of career ladder participants who move from one step in the career ladder to another, evaluate the ladder's effectiveness, and disseminate results. **(National Goal 1) (HP 2010)**.

C. Project Plan

R.1.-Focus 2: Promote the advancement of individuals to become professional nurses, advanced education nurses, licensed practical nurses, certified nurse assistants, and home health aides. (e.g. CNA to LPN to RN; CNA to RN; BA to MSN, etc.)

This project team has more than six years of experience in case management of health sciences para-professionals. Our career ladder implementation plan includes the critical components for success: collaborative meetings with project partners, participant recruitment and outreach at multiple sites throughout the county (approximately 200 presentations), participant assessment and career planning, addition course offerings at 1-2 college campuses for pre-requisite nursing courses.

(see “Project Plan” Chart in Appendix F)

D. Project Management, Resources and Capabilities

Jobs & Employment Services Department (JESD), as the administrative entity for the San Bernardino County Local Workforce Investment Board, is a county government agency and has a long history of fulfilling fiscal responsibilities for Department of Labor and State of California Employment Development Department programs. In addition to Workforce Investment Funds, JESD has managed CalWORKs and DOL Welfare-to-Work Grant programs. JESD adjusted allocation for Workforce Investment Act (WIA) funding for 4/1/2003 through 3/31/06 is \$17,398,848.

JESD has successfully operated Employment Resource Centers throughout the County since 1995 when the program was known as Jobs Training Partnership Act (JTPA) and has demonstrated the ability to work with various partners in a collaborative environment. The selection of JESD as the One-Stop operator was based on an agreement reached between the LWIB and a consortium of mandated entities, with the approval of the Chief Elected Official and the County Administrative Officer. The department currently maintains a staff of over 150, with the majority in its Operations and Employer Services Units.

Currently, JESD operates the following Workforce Investment programs:

- Adult Title I WIA program – Universal Services, Core B, Intensive and Training Services
- Dislocated Worker Title I WIA Program - Universal Services, Core B, Intensive and Training Services
- WIA Title I Youth Program – Contracted out to over 18 Youth training providers
- Rapid Response – Special outreach services available to employers closing plants/offices or laying off significant numbers of employees.
- 15% Governors Discretionary Fund Nurses Workforce Initiative Program (Regional Training Collaborative, Workplace Reform and On-Site Career Ladders) – Special funded health related grant to reduce the nursing shortage in California

- Title I National Emergency Grant Wildfire Disaster program – Special funding to provide employment to those who lost their jobs as a result of the Old Fire (October 25, 2003) disaster
- Title I National Emergency Grant Wildfire Training program - Special funding to provide training to those who lost their jobs as a result of the Old Fire (October 25, 2003) disaster
- WIA Demonstration Project (Assistive Technology) – Funding to provide staff training, equipment and support to individuals with disabilities.

In addition, JESD also has been contracted to provide an employment services program to San Bernardino County Temporary Assistance Department (TAD) to assist CalWORKs recipients in securing employment (This is a \$1,800,000 contract for fiscal year 7/1/04-6/30/05).

WIA requires each Local Workforce Investment Area (LWIA) to meet 17 performance measures each program year. The performance measures are as follows:

- Entered Employment Rates for Adults, Dislocated Workers and Older Youth
- Employment Retention for Adults, Dislocated Workers, Older Youth and Younger Youth
- Employment Change for Adults and Older Youth
- Employment Replacement for Dislocated Worker
- Credential Attainment for Adults, Dislocated, Older Youth and Younger Youth
- Skill Attainment for Younger Youth, and
- Customer Satisfaction for Customers and Employers.

During the 2003-2004 program year, San Bernardino met or exceeded its performance measures in 14 of the 17 categories.

The Jobs and Employment Services Department (JESD) enrolled 25 nurses in Specialty Training in Pediatrics at Loma Linda Children's Hospital under the State of California's Regional Training Collaborative - Nurses Workforce Initiative Grant between August 2003 and January 2004. The program provided students with extensive training, mentoring and hands on experience in Pediatrics. Of the 25 nurses who were enrolled through JESD, 18 or 72% completed the program. Three have been working as Pediatric nurses for Loma Linda Children's Hospital for nine months and fifteen have been working at LLUCH for the past six months.

JESD also enrolled eight Loma Linda nurses into a preceptor program and three nurses into a Mentor training program at Loma Linda Children's Hospital under the State of California's Regional Training Collaborative - Nurses Workforce Initiative Grant. The eleven nurses completed the programs and are currently working with new Pediatric nurses at Loma Linda Children's Hospital.

E. Biographical Sketches (see Appendix C)

F. Evaluation

This project requires a case management/process evaluation approach to evaluate the project's effectiveness. This process, including data base and protocol, already existing and has reporting and follow-up mechanisms in place with all project partners, local businesses and colleges.

JESD case managers are experienced in applying workforce investment activities and job training services, and identifying local resources available through the One-Stop system, its One-Stop partners and local community based organizations.

The typical introduction for nursing students enrolled in Workforce Investment Act (WIA) activities is for participants to receive an initial assessment upon initial contact with the case manager. The initial assessment includes an evaluation of the student's employment goals, appraisal of his/her skill level background review and supportive service needs. If the initial assessment is favorable, the student receives a comprehensive assessment that examines their interests, abilities and values. Based upon the results of the comprehensive assessment, a plan of action or an Individual Employment Plan is developed.

Case managers will track nursing students on a monthly basis while they are enrolled in training. Upon completion of training, case managers will assist students in obtaining employment through the One-stop system and its partners. Case managers track participants and RN Residents for up to one year after completing the program. Students who have obtained employment are eligible to receive assistance with work related problems and securing better paying jobs; mentoring and peer support group services; and information on additional educational opportunities in the nursing field.

Annual Reporting: JESD will submit an annual uniform Progress Report as required describing achievements in meeting the objectives stated in this grant application. JESD will participate in the annual travel to Washington, D.C. to share the successes and challenges of this project; and will attend other relevant conferences and/or meetings to share data about our project.

G. Fiscal Plan and Self-Sufficiency

Current JESD funding provides for career counseling and employment services, however it has not offered a comprehensive and collaborative career ladder project such as the one proposed. The funding for this project will cover the additional costs to provide additional outreach and recruitment activities, case management of career ladder (SSCN) participants, coordination amongst project partners, and the cost of providing additional pre-requisite courses and RN Residency staff support for project participants (including outreach & recruitment). JESD will continue to seek funding to expand this career ladder and to add additional components based on evaluation of participants and partnership agencies.

The Residency's cost effectiveness, the financial commitment of the hospital, and the success of the program contributes to the self-sufficiency of this project. Additional funding is being sought on an ongoing basis to support program staff outreach and recruitment activities.

H. Funding Factor, Statutory Funding Preference

Statutory funding preference is requested based on the fact that our project will serve both rural and underserved population in San Bernardino County. Many of the communities within our immediate service area are economically disadvantaged and ethnically diverse.

Here is data that reflects our county's demographics and demographics as compared to the RN Residency Program.

	San Bernardino County Demographics	LLUCH Nursing Division	RN Residency 2002-2003
White	58.9%	54%	51%
Hispanic	39.2%	14%	23%
Asian/Pacific Islander	5%	27%	19%
Black	9.1%	4%	5%
American Indian/ Alaskan Native	1.2%	<1%	2%

Neighborhoods such as Muscoy and Mt. Vernon areas in the City of San Bernardino, parts of Colton, Rialto, parts of Northern Redlands, Bloomington, Morongo Valley, Hesperia, Adelanto, and Phelan are characterized by poverty, unemployment and lack of health insurance. Our project partner, Loma Linda University Children's Hospital, serves a disproportionate share of children from low-income families who are sponsored through Medi-Cal. Medi-Cal is known as Medicaid nationally and includes California Children's Services. Approximately 49% of LLUCH's patients qualify for Medi-Cal.

In San Bernardino County we have 15.8% of the population living below the poverty level which is higher than the State of California (14.2%). The per capita income for residents is \$16,856, which is significantly less than the state's \$22,711. In 1999, 9.1% (or 47,943) of the households in San Bernardino County had an income less than \$10,000 – that's a household with multiple residents and not just an individual's income.

JESD is also requesting statutory funding preference based upon our proposal to address Priority Area R-1 Focus 2 as a Career Ladder Program.

Table 4. PROJECT SPECIFIC COURSE OFFERINGS

<i>continued:</i> <i>San Bernardino Valley College:</i> <i>ADN</i>	Projected Number of Students/ Participants YR 01	Projected Number of Students/ Participants YR 02	Projected Number of Students/ Participants YR 03
# and Titles of Academic Course Offerings and level of nursing personnel:			
Course Name: BIOL-250 Course Title: Human Anatomy and Physiology I Course Description: The first semester of a two-semester presentation of anatomy and physiology including cytology, histology, and basic and organic chemistry. and/or	10-15	10-15	10-15
Course Name: BIOL-251 Course Title: Human Anatomy and Physiology II Course Description: The second semester of a two-semester presentation of anatomy and physiology with an emphasis on body homeostasis, human musculature, and gross anatomy, using the cat as a dissection model. and/or	10-15	10-15	10-15
# and Titles of Continuing Education Course Offerings	n/a	n/a	n/a

Table 4. PROJECT SPECIFIC COURSE OFFERINGS

<i>continued:</i> <i>San Bernardino Valley College:</i> <i>ADN</i>	Projected Number of Students/ Participants YR 01	Projected Number of Students/ Participants YR 02	Projected Number of Students/ Participants YR 03
# and Titles of Academic Course Offerings & level of nursing personnel:			
Course Name: BIOL-256 Course Title: Laboratory Preparation in Anatomy and Physiology Course Description: Practical laboratory techniques designed to acquaint students with the methods of preserving and preparing anatomic materials used in the anatomy laboratory.	10-15	10-15	10-15
and/or Course Name: BIOL-270 Course Title: Microbiology Course Description: A formal introduction to the principles of microbiology and immunology. The pathogenesis of and immunity to infectious diseases are covered.	10-15	10-15	10-15
and/or Course Name: BIOL-276 Course Title: Laboratory Preparation in Microbiology Course Description: Practical laboratory techniques designed to acquaint students with the methods of preserving and preparing materials used in the microbiology laboratory.	10-15	10-15	10-15
# and Titles of Continuing Education Course Offerings	n/a	n/a	n/a

Table 5. PROJECT PARTICIPATION AND COMPLETION DATA

Table 5 is the suggested reporting format for the number of participants and program completers in the intern or residency program. **(Purpose E2) - LLUCH RN Residency Program.** This has been included to give you a taste of what this residency can offer each year.

PARTICIPANTS	Most Recent Data (as of 10/15/04)	Projected Data 01 Project Year	Projected Data 02 Project Year	Projected Data 03 Project Year
Graduate Nurses or New RNs	0	0	0	0
RNs Transitioning to New Specialty Roles	168 (total # enrolled in program, excluding current class)	80	80	80
RNs Returning to the Workforce	0	0	0	0
TOTAL HEADCOUNT	168	80	80	80
Completers	147 (total completing program, excluding current class)	80	80	80

Table 7. MINORITY/DISADVANTAGED STATUS DATA

JESD: CNA to LVN	American Indian or Alaska Native	Underrepresented Asian Subgroup*	Asian (Not Under- Represented)	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White: Disadvantaged	White: Non- Disadvantaged	Total
Enrollees (as of 10/15/04)	0	5	3	3	8	0	4	3	26
Graduates (7/1/03- 6/30/04)	0	0	0	0	1	0	0	0	1
Faculty (7/1/03- 6/30/04)	0	0	0	0	0	0	0	0	0

*Any Asian *other than* Chinese, Filipino, Japanese, Korean, Asian Indian or Thai.

Table 7. MINORITY/DISADVANTAGED STATUS DATA

JESD: ADN	American Indian or Alaska Native	Underrepresented Asian Subgroup*	Asian (Not Under- Represented)	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White: Disadvantaged	White: Non- Disadvantaged	Total
Enrollees (as of 10/15/04)	1	7	12	13	20	3	20	18	94
Graduates (7/1/03- 6/30/04)	0	0	0	0	0	0	0	0	0
Faculty (7/1/03- 6/30/04)	0	0	0	0	0	0	0	0	0

*Any Asian *other than* Chinese, Filipino, Japanese, Korean, Asian Indian or Thai.

Table 7. MINORITY/DISADVANTAGED STATUS DATA

Loma Linda University School of Nursing: BSN	American Indian or Alaska Native	Underrepresented Asian Subgroup*	Asian (Not Under-Represented)	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White: Disadvantaged	White: Non-Disadvantaged	Total
Enrollees (as of 10/15/04)	5	0	84	19	74	0	26	164	372
Graduates (7/1/03-6/30/04)	1	0	33	13	16	0	0	39	102
Faculty (7/1/03-6/30/04)	0	0	4	3	1	0	0	30	38

*Any Asian *other than* Chinese, Filipino, Japanese, Korean, Asian Indian or Thai.

APPENDIX B: Job Descriptions for Key Personnel

Employment Services Specialist (Case Manager) - Provides case management and support services to WIA participants. This includes referrals to one-stop partners, ETPL providers, and other public and community agencies. Also review individual participant assessment results in order to develop a plan of action that will lead the participant to self-sufficiency. .

Employment Services Analyst – Evaluate and make recommendations to management on bid proposals and the selection of JESD contracts. Develop individual contracts for services with JESD training providers. Monitor JESD procedures with training providers for procuring training and related services, and assist in the development of technical assistance and corrective action plans.

Program Specialist I (Program Manager) – Review and analyze laws, regulations and State directives pertaining to Workforce Investment Activities. Develop and coordinate the implementation of rules, regulations, policies and procedures relating to Workforce Investment activities, Train JESD staff on new policies and procedures, identify potential problems and solutions. Implement and coordinate special assignments as directed by the program manager. Program Specialist I is responsible to provide analytical interpretations to JESD management on workforce investment programs.

Program Director – The program director is responsible for the overall administration of the Jobs Employment Services Department (JESD). She oversees the management of Workforce Investment Act, Welfare to Work State Match and special grant funds. She also serves as the liaison between JESD/County of San Bernardino and the Local Workforce Investment Board. The program Director supervises the Administrative branch and coordinates activities for JESD's four other principle units: Fiscal, Operations, Employer Services and Contracts. She is responsible for the planning, development and implementation of the SCN program.

Administrative Supervisor – Responsible for all fiscal activities in the JESD fiscal unit. Includes overseeing Dislocated Worker, Adult and Youth WIA funds, WtW State Match funds, special projects and grant funds. Supervises fiscal staff assigned to the ERCs and JESD administration offices. Prepare initial department budgets for review by management, recommend correction action on budget variances and prepare financial sections of grants, policy and board items. Also responsible for budget preparation for grant applications and all subsequent follow-up including recommending and monitoring procedures for grant implementation.

Staff Analyst I - Under direction of the Administrative Supervisor, performs a variety of research studies, provides technical data; recommends policies, procedures, and methods for the improvement of the operations, services, offered through the Workforce Investment Act. Performs monthly fiscal reviews and analysis of various fiscal budgets of special projects and grants administered by JESD. Responsible for the coordination of monthly fiscal reports submitted to Federal and state agencies.

Fiscal Clerk I – Under general supervisor of the Administrative Supervisor, performs specialized clerical work in support of the JESD fiscal record keeping system. Checks data for arithmetic accuracy, legality and consistency; tabulates and verifies fiscal statistical data; balances fiscal accounts; prepares payroll entries, purchase orders and requisitions; and maintains inventory records. This position is presently vacant, but the county will fill this vacancy prior to the implementation of this project. The hiring is conducted through the San Bernardino County Human Resources Department and follows all department protocol and hiring mandates.

Employment Services Technician – Employment Services Technicians are assigned to the County's Employment Resource Centers and to Special Projects in order to perform outreach, recruitment, intake, eligibility determination, and referrals to One-Stop partners for services in support of Workforce Investment Act (WIA) program. This position is presently vacant, but the county will fill this vacancy prior to the implementation of this project. The hiring is conducted through the San Bernardino County Human Resources Department, which follows all department protocol and hiring mandates.

APPENDIX C: BIOGRAPHICAL SKETCHES

BIOGRAPHICAL SKETCH

Name: Barbara Halsey

Title: Program Director

Education:

Institution and Location	Degree	Year Conferred	Field of Study
Orange City, Iowa Northwestern College	BA	1982	Social Services

Certifications:

Professional Experience: Presently responsible for administering the Workforce Investment Act program.

Employment History: Barbara began her professional career as a Senior Eligibility Counselor and then an Administrative Analyst for the City of Garden Grove. Served as Student Services Manager at North Orange County Community College District and an Employment and Training Manager for the Stanislaus County Private Industry Council in Modesto. Started career with JESD as an Employment Services Specialist. She has also served as the Employment Services Unit supervisor and District Manager. Currently serves as the Program Manager for San Bernardino County JESD.

EXECUTIVE DIRECTOR

November 2002 to Present

San Bernardino County JESD, San Bernardino, CA

Charged with the planning, organization and direction of activities of the Jobs and Employment Services Department. Direct the activities of 130 staff members providing services under the Federal Workforce Investment Act. Ensure that activities undertaken by the Department are in compliance with Federal and State regulations and meet the workforce needs of local businesses, as well as the employment needs of County residents. Responsible for implementation of strategies that will positively effect the quality of services provided to over 8,000 business customers and 40,000 job seeking customers annually. Report to and represent the San Bernardino County Workforce Investment Board. Implement policies, procedures and practices that advance the One-Stop system of service delivery and enhance partnerships within the public and private sector with the goal of improving the standard of living for County residents and the economic opportunities available to existing and new businesses.

**SUPERVISING EMPLOYMENT
SERVICES SPECIALIST II**

February 1999 to November 2002

San Bernardino County JESD, San Bernardino, CA

Responsible for the direction and daily operation of the Employer Services District and the 57 staff members assigned to its functions. Operated Business Outreach Programs, Customized Training Services, On-the-Job Training Services, Tailored Workforce Recruitment Services, Job Fair Services, Job Placement Functions, Labor Market Information Services and Rapid Response Services. Served the needs of businesses with the goal of attracting, expanding and retaining businesses to enhance local economic opportunities.

Developed and implemented innovative services and methodologies required to meet the stated needs of business. Instrumental in the development of a web-based job match system for the purpose of posting job orders received from businesses and expediting the match of qualified applicants to meet their workforce requirements. Secured grant funding in the amount of \$336,000 to support the implementation of incumbent worker training in the heaving manufacturing sector. Developed productive working relationships with City and Regional Economic Development Professionals resulting in JESD's involvement with business attraction and development efforts undertaken by these entities.

SUPERVISING EMPLOYMENT SERVICES SPECIALIST I
San Bernardino County JESD, San Bernardino, CA

April 1998 to February 1999

Responsible for Job Development Services provided to the CalWorks and JTPA programs county -wide for the Jobs and Employment Services Department. Supervised 14 Employment Services Specialists tasked with marketing the workforce available in these programs to the employer community. Charged with the oversight of the On-the-Job Training programs offered under CalWorks and JTPA. Coordinated staff presentations to Community Based Organizations for the purpose of providing general program information or job search techniques based on the needs of the organizations and the populations served. Responsible for special project research and development as assigned and/or resulting from employer/community contacts. Served as a member of the County's Job Creation Task Force and as a member of Red Team.

EMPLOYMENT SERVICES SPECIALIST
San Bernardino County JESD, San Bernardino, CA

October 1997 to April 1998

Supervised the development and implementation of training programs and supportive services provided to adult participants in this Job Training Partnership Act funded program. Determined the suitability of an individual for participation in approved training programs. Interfaced with representatives from vocational schools to arrange and monitor services being provided. Arranged for supportive services determined necessary for a participants' successful completion of the program. Provided the necessary individual coaching and follow-up to increase the likelihood of successful program outcome. Developed the Individual Service Strategy documenting goals to achieve and services to be delivered.

INDEPENDENT CONTRACTOR

July 1997 to Sept. 1997

Health Care Innovations, Inc., Colton, CA

Under contract with this Private Post-Secondary Vocational School provided Admissions counseling, enrollment, job search, job development, and job placement services. Represented the organization at meetings with funding sources and employers. Evaluated and made recommendations regarding system improvement, service delivery and staffing configuration.

STUDENT SERVICES MANAGER

Aug. 1995 to March 1997

*North Orange County Community College District, Adult Continuing Education,
Yorba Linda, CA*

Coordinated all aspects of service provision to professionals enrolled in fee-based, high technology training programs including CNE, MCNE, Multimedia, Unigraphics and Environmental Specialization. Supervised instructors, class scheduling, student recruitment, orientation, transferable skill assessment, payment arrangement, coordination of grant funding for tuition reimbursement, and all aspects of progress reporting/invoicing coordination for funding sources (JTPA, ETP, TRA, Vocational Rehabilitation, etc...)for this organization with an annual budget of \$4 million. Developed internal processes and procedures to reduce duplication of staff work and optimize positive training outcomes. Worked in concert with colleagues to develop proposals for submission for grant funding. Provided placement assistance to unemployed students. Networked with local, state, and federal agencies to educate them on the programs available to meet the needs of their customer base. Supervised and trained clerical and student services staff.

BIOGRAPHICAL SKETCH

Name: H. B. Smith

Title: Program Specialist I

Education:

Institution and Location	Degree	Year Conferred	Field of Study
City University of New York New York City, New York	MS	1981	Television/Radio Broadcast Management

Certifications: Fundamentals of Supervision; Success in the People Zone; Cultural Diversity; Contract Monitoring, Patterns of Abuse and Report Writing; Microsoft (MS) Beginning and Intermediate Word, MS Beginning and Intermediate Excel, WIA Administrative Requirements.

Professional Experience: Twelve years of diversified experience in administrative and supervisory classifications under economic development, job training and workforce investment. Three years experience implementing special projects for the Jobs and Employment Services Department. Two years experience coordinating nursing grants under the State of California's Nursing Workforce Initiative for the County of San Bernardino:

Employment History:

Jobs and Employment Services Department – 11 years

- Program Specialist I
- Employment Services Analyst
- Supervising Employment Services Specialist
- Employment Services Specialist
- Employment Services Technician

Program Specialist I: Analysis and interpretation of Federal and State laws, information bulletins and directives from various Federal and State Departments of local policies and procedures to ensure compliance; recommendation, development and distribution of departmental policies and procedures affecting CalWORKs, DOL WtW and WIA; coordinate with Contracts Unit in the preparation of Requests For Proposals and contacts pertaining to CalWORKs, DOL, WtW and WIA; bid evaluation, recommendation for contractor selections; creation and submission of action/informational items to the Local Workforce Investment Board; and prepare and modify grant proposals/applications to meet Federal, State and private foundation deadlines.

Employment Services Analyst: Evaluated and made recommendations to management on bid proposals and the selection of JESD contracts; monitored JESD procedures for procuring training and related services, and assisted in the development of CalWORKs, Charitable Choice, WtW DOL, and WIA contracts; and provided technical assistance to providers, ensured corrective action and follow-up were accomplished in compliance with Federal and State guidelines.

BIOGRAPHICAL SKETCH

Name: Paul Mohr
Title: Employment Services Analyst (ESA)

Education:

Institution and Location	Degree	Year Conferred	Field of Study
National University San Diego, CA	BBA	1979	Business Adm.
California State University, San Bernardino (CSUSB) San Bernardino, CA	MPA	1997	Public Adm.

Certifications:

Fundamentals of Supervision; Success in the People Zone; Cultural Diversity; Contract Monitoring, Patterns of Abuse and Report Writing; Online Certificate of Insurance Maintenance Program; Microsoft (MS) Beginning and Intermediate Word, MS Beginning and Intermediate Excel, MS Project 2000 Level 1.

Professional Experience:

Two plus years experience as an **ESA** requiring effective inter-personal and communications skills. Specific duties include but are not limited to developing and writing requests for proposals and review and grading responses thereto; contract development and provider monitoring; review of federal, state and county laws and regulations to insure program compliance.

Seven plus years as a **Supervising Employment Services Specialist**. Duties required the review and analysis of federal, state and county laws, regulations, directives and court orders to insure district compliance. Primary duties were employee related: hiring, well being, discipline, setting goals and objectives, and work performance evaluations. Additional duties included the assurance of a safe, efficient and effective office operation.

Employment History:

- Employment Services Analyst, San Bernardino County. San Bernardino, CA.
- Supervising Employment Services Specialist, San Bernardino County. San Bernardino, CA.
- Employment Services Analyst, San Bernardino, County. San Bernardino, CA.
- Fiscal Clerk II, San Bernardino County. San Bernardino, CA.

BIOGRAPHICAL SKETCH

Name: Norleen Cunningham

Title: Staff Analyst I

Education:

Institution and Location	Degree	Year Conferred	Field of Study
California State University San Bernardino, San Bernardino, CA	BS	2002	Accounting

Certifications:

Professional Experience: Over two years experience working with grant budgets, department payrolls, and over all department budgets. Also have two years experience coordinating monthly and quarterly expenditure reports to County, State and Federal agencies

***County of San Bernardino –
Auditor Controller-Recorder***

- ***Fiscal Clerk III***

Jobs and Employment Services Department

- ***Accounting Technician***

Jobs and Employment Services Department

- ***Staff Analyst I***

BIOGRAPHICAL SKETCH

Name: Edna R. McCollum

Title: Employment Service Specialist

Education:

Institution and Location	Degree	Year Conferred	Field of Study
Old Dominion University Norfolk, VA,	BA	1977	History

Certifications:

I have attended various universities and colleges over the last number of years taking courses in education, psychology, social sciences, and assessment administration. I have approximately 30 units beyond my degree.

Professional Experience: Working with Federally funded Government programs for over 30 years.

Employment History: 28 years with the County of San Bernardino in Federally Funded Programs. Interviewing clients for programs, determining eligibility and maintaining a caseload. Communicating with staff, public, and clients giving information pertaining to the various programs – rules, regulations and requirements to participate. At various times, I have given presentations, administering assessment and written reports pertaining to assessment. Have assisted with various special projects during this time period.

Worked with Community Service Department before it became a part of the County doing same job for one & half years.

Worked in Newark, New Jersey for State doing much the same type of work under the MDTA program in various offices.

Loma Linda University Children's Hospital – Subcontractors:

BIOGRAPHICAL SKETCH

Name: Dalke, Katherine

Title: RN, MS

Education:

Institution and Location	Degree	Year Conferred	Field of Study
<ul style="list-style-type: none">• Loma Linda University School of Nursing, Loma Linda, California	MS	1996	Nursing
<ul style="list-style-type: none">• Loma Linda University School of Nursing, Loma Linda, California	BS	1978	Nursing w/honors
<ul style="list-style-type: none">• University of California - Riverside, California	BA	1975	Psychobiology w/honors

Professional Experience:

Clinical Director, RN Residency in Pediatrics. Loma Linda University Children's Hospital, Loma Linda, California

- 2001 to present
- Planned, developed, implemented, and presently direct the RN Residency in Pediatrics Program at LLUCH
- Responsibilities include marketing, recruitment, program development and refinement, budget development and monitoring, supervision of program assistants, collaboration with Schools of Nursing, promotion of program, coordination with hospital departments to ensure smooth operation.

Clinical Director. Pediatric Intensive Care Unit, Pediatric Cardiac Intensive Care Unit, and Pediatric Intermediate Care Unit. Loma Linda University Children's Hospital, Loma Linda, California

- 1997 – 2001
- Provided administrative, financial, and human resource management for three clinical areas encompassing 58 intensive care beds and 200 registered nurses.

Nurse Manager. Pediatric Intensive Care Unit. Loma Linda University Medical Center and Children's Hospital, Loma Linda, California

- 1981 – 1996
- Provided administrative, financial, and human resource management for a 25-bed pediatric intensive care unit; including design and development of a new PICU and coordination of the actual transfer of patients and staff, development of a coordinated response team for Pediatric Code Blues house wide.

Katherine Dalke, continued...

Charge Nurse, Pediatric Intensive Care and Acute Care Units, Loma Linda University Medical Center. Loma Linda, California

- 1978 – 1981
- Coordinated management of nurses and patient care provided for shift including evaluation of staff, scheduling, patient care, and code blue team membership.

Certificates and Memberships:

California RN License # 282891

Board Certification in Nursing Administration, ANCC, 1991 to present

Sigma Theta Tau, Gamma Alpha Chapter

Association of California Nurse Leaders

Society of Pediatric Nursing, Past Chapter President

Who's Who in American Universities and Colleges, 1996

Publications/Presentations:

May 2003 "The RN Residency in Pediatrics" for the Inland Area Nurse Leadership Council

May 2003 "The RN Residency in Pediatrics" for the program entitled " Legal and Ethical Issues in Conducting Clinical Research"

2001-2004 "Mentor Training" for the RN Residency in Pediatrics

2001-2004 "Preceptor Training" for the RN Residency in Pediatrics

Projects:

Chairperson for "RN Residency in Pediatrics Task Force" to develop and implement the program at LNUCH, 2001 to present

Member of Planning Committee for "The Critically Ill Child" Conference. Presented annually to nurses, respiratory therapists, physicians, and pharmacists in the Southwestern Region. 1990 – 2001.

Member, NACHRI/MMP Bed Control Focus Group to develop processes to improve pediatric patient flow through institution. Year 2000

Member, NACHRI/MMP Focus Group on Recruitment and Retention. Year 2000

Member, NACHRI PICU Focus Group to develop benchmark standards for Pediatric Intensive Care Units. 1997 – 1998

BIOGRAPHICAL SKETCH

Name: Jodi Beltran, L.

Title: RN, BSN

Education:

Institution and Location	Degree	Year Conferred	Field of Study
<ul style="list-style-type: none">California State University, Dominguez Hills Carson, California	MSN (in progress)	2002-present	Nurse Educator
<ul style="list-style-type: none">University of New Mexico School of Nursing, Albuquerque, New Mexico	BSN	1988	Nursing

Professional Experience:

Educator, RN Residency in Pediatrics

Loma Linda University Children's Hospital, Loma Linda, California

- 2001- present

Associate Faculty Pediatrics, Mount San Jacinto Community College
Menifee, California

- 2000-2002

Staff RN, Pediatric ICU

Loma Linda University Children's Hospital, Loma Linda, California

- 1996-2001

Committees

Member of Loma Linda University Medical Center and Children's Hospital Safety Committee,
Children's Hospital Safety Coordinator

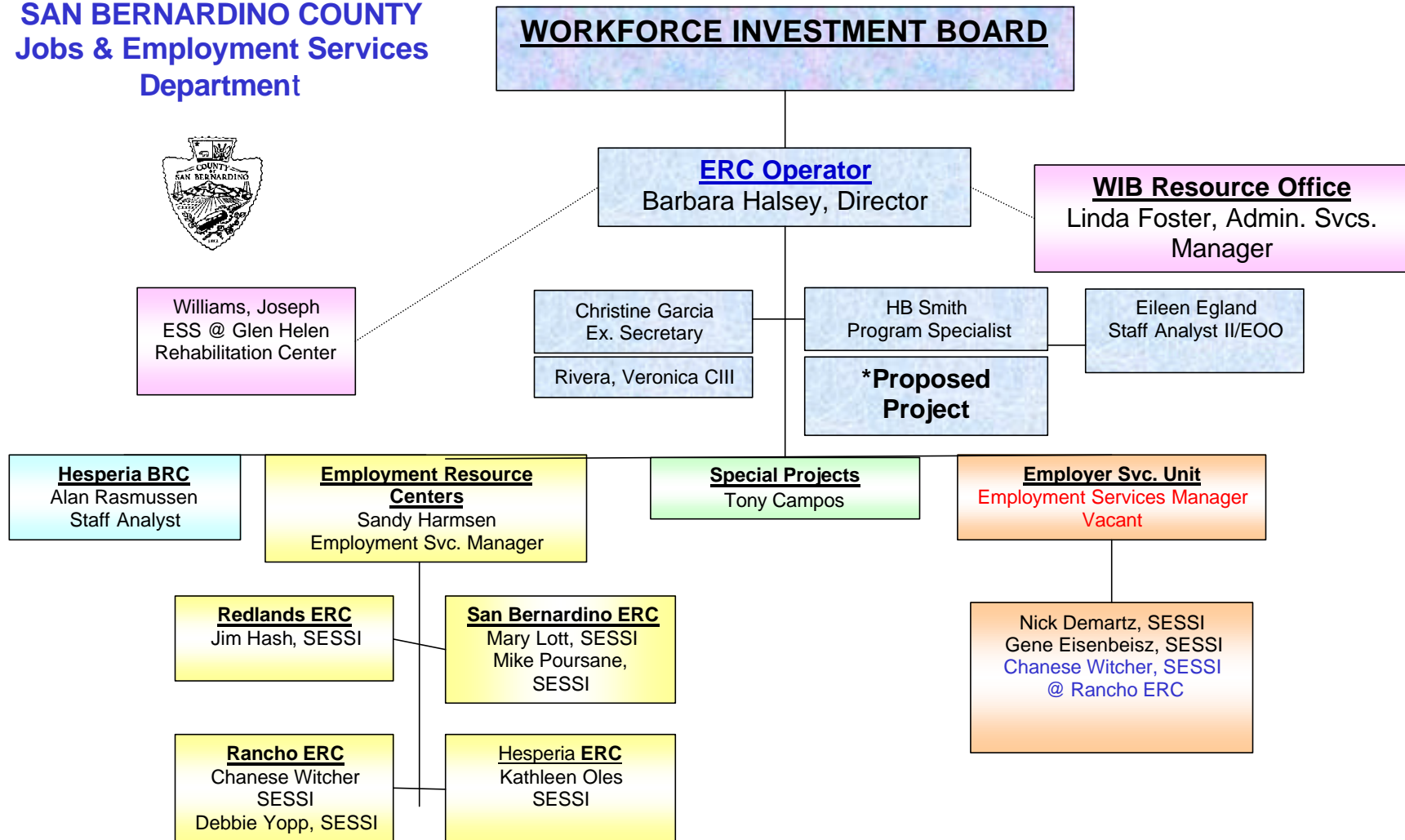
Teaching Experience:

“Pediatric Infections”
“Care of the Developmentally Disabled Child”
“Medication Administration – non-IV and IV”
“Novice to Expert”
Preceptor Training Class
Mentor Training Class

APPENDIX D: Letters of Agreement/Support

APPENDIX E: ORGANIZATIONAL CHART

**SAN BERNARDINO COUNTY
Jobs & Employment Services
Department**



APPENDIX F: ADMINISTRATIVE and OTHER MATERIAL

- Project Plan
- LLUCH Retention Graph – RN Residency
- LLUCH Residency Turnover Graph
- LLUCH Core Residency Curriculum Content Summary
- LLU School of Nursing Course Description
- San Bernardino Valley College – Nursing Program
- Chaffey College – Nursing Program
- Background Information on WIA & LWIB

Project Plan:

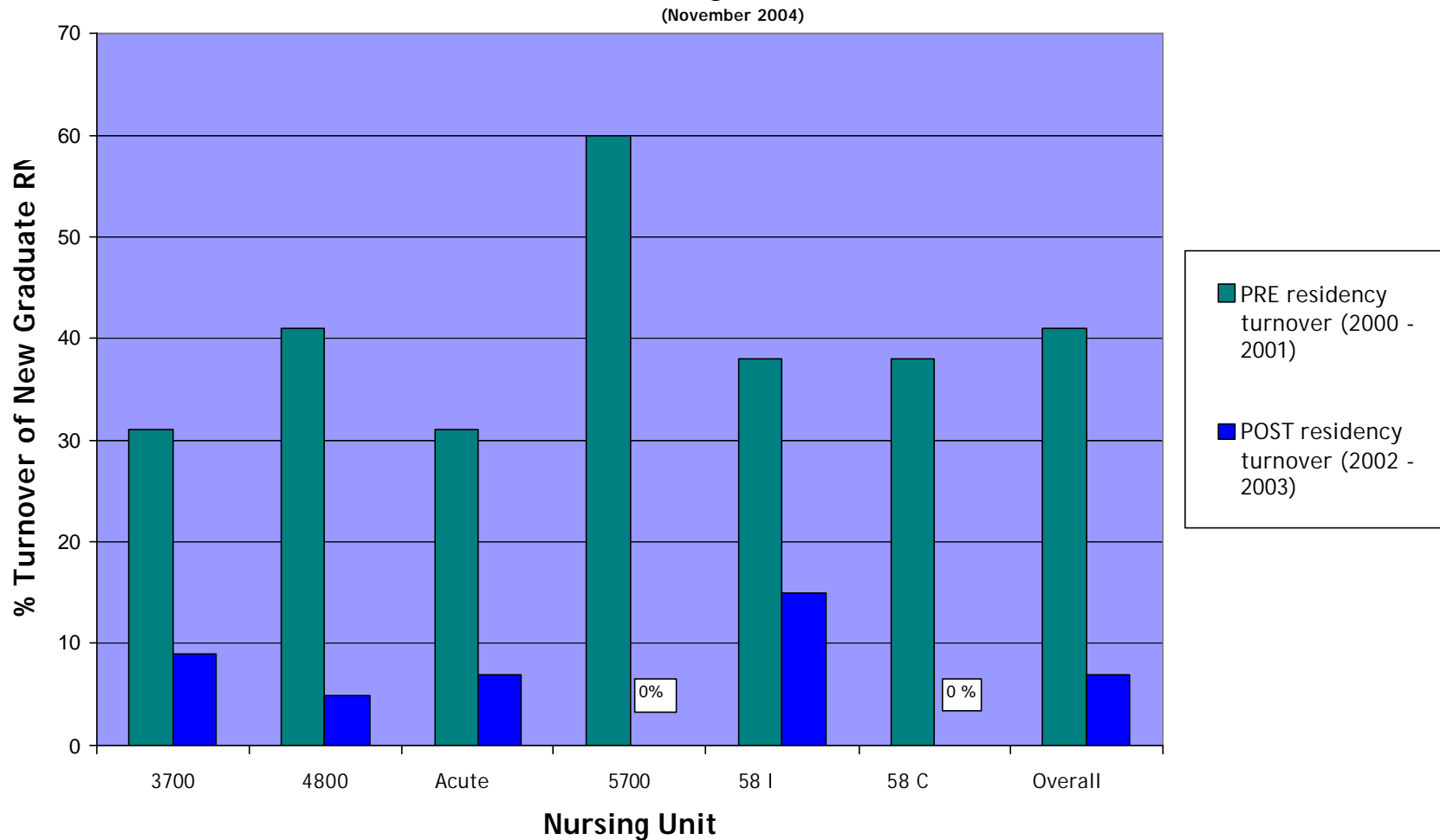
Objectives/Activities	Timeline	Person(s) Responsible	Evaluation
Objective I: By June 30, 2008 Attract a racially and ethnically diverse pool of applicants for CNA/ADN programs at local community colleges, and BSN applicants for Loma Linda University School of Nursing through outreach and recruitment activities. (National Goal 2 & HP 2010)			
<ul style="list-style-type: none"> • Contact community organizations including business/professional/vocational schools for presentation dates • Calendar outreach and recruitment presentations • Conduct 200 presentations each year for a total of 600 over the 3 years of this project (JESD, LLUCH, LLUSN) • Provide informational material regarding this project to participants and other resource information. • Sign up/schedule case management visit to enter career ladder. 	7/1/05-6/30/08	Program Specialist, Case Manager (provides all tracking of participants)	<ul style="list-style-type: none"> • Calendar of presentations • Collect race/ethnicity data for participants • Track telephone calls from potential career ladder applicants regarding initial orientation meeting/in-person assessments • Track career ladder participants utilizing already existing protocol at JESD
Objective II: By June 30, 2008 Increase by 4-8 per year the number of pre-requisite nursing course offerings on 1-3 college campuses for career ladder applicants seeking careers as CNA, ADN or BSN. (National Goal 1)			
<ul style="list-style-type: none"> • Execute subcontracts with participating colleges to conduct an additional 4-8 pre-requisite courses each year (total of 12-20 over 3 years) • Courses may include Anatomy, Physiology, Introduction to Organic/Inorganic and Biochemistry • Set a calendar of classes & implement courses 	7/1/05-6/30/08	Program Specialist, Employment Services Analyst	<ul style="list-style-type: none"> • Copy of contract and class schedule • Collect race/ethnicity data for participants • Collect data on grades, race/ethnicity, # of students

Objectives/Activities	Timeline	Person(s) Responsible	Evaluation
Objective III: By June 30, 2008 Provide access to paid externships (LLUSN's BSN students) and the RN Residency Program for new licensed nurses (includes mentoring), and increase retention of RN Residents who complete the program. (National Goals 1 & 2)			
<ul style="list-style-type: none"> • Include the externship and RN Residency recruitment information in all outreach presentations • Utilize already tracking mechanism to follow participants through their RN Residency and Externships • Provide information on tuition benefits available to residents (after completing probation) to use toward completing their ADN or BSN • Collect retention data for RN Residents 	7/1/05-6/30/08	Program Specialist, LLUCH Staff	<ul style="list-style-type: none"> • List of SSCN RN Residents • Collect race/ethnicity data for participants • Track completion data • Track retention data • Report results
Objective IV: By June 30, 2008 demonstrate advancement of participants who move from step to step in the career ladder, evaluate the ladder's effectiveness, and disseminate results. (National Goal 1 & HP 2010)			
<ul style="list-style-type: none"> • Prepare summary report on SSCN career ladder results • Conduct participant evaluations and partnership satisfaction surveys • Disseminate results at local and national conferences 	7/1/05-6/30/08	Program Specialist, Program Director	<ul style="list-style-type: none"> • Summary Report of career ladder outcomes, participant evaluations and partnership satisfaction surveys • List of conferences attended

Retention of New Graduate Nurses at Loma Linda University Children's Hospital



Comparison of New Graduate RN Turnover Before and After Implementation of the RN Residency in Pediatrics



Core Residency Curriculum Content
(does not include curriculum for specialty areas - such as NICU, Hem/Onc)

FAMILY – CENTERED CARE

Elements of Family-Centered Care/Parent Panel
Healthcare in a Multicultural Environment with skill building

PROFESSIONAL DEVELOPMENT

Pat Benner’s Developmental Model - Novice to Expert
Critical Thinking
Ethical Dilemmas and Decisions including multicultural issues
Panel Discussion - “Working in a Hospital”
Professional Communication including cultural differences

PSYCHOSOCIAL ISSUES

Crisis Intervention and role of Social Worker
Death and Dying with Multicultural Perspective
Child Abuse and Advocacy
Loss, Grief and H.O.P.E.S. (bereavement program)

GROWTH & DEVELOPMENT

Pediatric Developmental Care
Child Life Services
Care of the Developmentally Disabled Child
Adolescent Health Issues

HOSPITAL SAFETY

Patient/Family Safety and Security
Body Mechanics
Use of and Alternatives to Restraints
Documentation
Infection Control
Sharps Safety
Safe Kids Program
Feeding, Technique, Safety & Positioning
Employee Assistance Program
Performance Improvement
Patient Relations/Customer Service
Environmental Health & Safety

PATIENT ASSESSMENT AND CARE

Respiratory Assessment & Care
Respiratory Therapy Equipment and Modalities
Respiratory Failure
Status Asthmaticus
Cardiac Assessment and Care

Pediatric Rhythm Interpretation
Neurological Assessment, Care, & Problems
Seizures – recognition and management
Hydrocephalus
Head Trauma
Renal Assessment and Disease
Fluids and Electrolytes
GI Nutritional Assessment & Care with skills lab
Breastfeeding including cultural issues
IDDM/DKA
Skin Assessment and Care
Pediatric Physical Assessment
Inpatient Care of the Child Undergoing Surgery
Pain Management – including multicultural issues
Use of PCA and Epidural Pump
Liver Dysfunction
Overview of Pediatric Hematopoietic Stem Cell
Poisoning
Pediatric Physical Therapy
Musculoskeletal and Orthopedics in Peds

MEDICATIONS AND FLUIDS

Pharmacotherapeutics
Chemotherapy
Medication Administration (non IV and IV)/Test
Blood Products Administration
Blood Bank Policies and Procedures
Safe Handling of Chemotherapy agents
Vascular Access Devices including skills lab

ISSUES IN PATIENT CARE MANAGEMENT

Specimen Collection
Fluid and Electrolytes
ABG Interpretation
Pediatric Sepsis and Septic Shock
Neonatal/Pediatric Mock Code
PALS or NRP
Hematology/Oncology Emergencies
IV Skills and IV Legalities
Spiritual Care including multicultural issues
Crisis Intervention
LLUCIS/WebPacs/EPF Training (Computer systems)
Policies & Procedures Training
Pump/Equipment Skills Lab/Bedside Labs
Giving/Receiving Report
Case Management

ORIENTATION

RN Residency in Pediatrics/Overview of Program

General Hospital Orientation

General Clinical Orientation

Overview of Mentoring Program/Mentee Training

Loma Linda University, School of Nursing

“The School of Nursing, established in 1905, was the first in a group of schools which in 1961 became Loma Linda University. In 1949 the School of Nursing became a college-based program granting the baccalaureate degree. The first master's degrees in nursing were granted in 1957. Loma Linda University School of Nursing is one of two universities in Riverside and San Bernardino counties that offer a bachelors degree in nursing.

The School of Nursing received its first accreditation by the National League for Nursing (NLN) in 1951; and currently the NLN accredits the bachelor of science and master of science degree programs. The most recent NLN accreditation was in 1999. The School has California Board of Registered Nursing approval from 1998 to 2003. The School of Nursing is currently accredited by the Commission on Collegiate Nursing Education until 2009.

The mission of the School of Nursing, in accord with the comprehensive mission of Loma Linda University, is the education of professional nurses from diverse ethnic, cultural, and racial communities who are dedicated to excellence in nursing science and practice. Baccalaureate and graduate nursing programs contribute to the development of clinicians, educators, administrators, and researchers who benefit society by providing and improving delivery of whole-person care to individuals, families, and groups. The School, committed to Christian service and distinctive Seventh-day Adventist ideals, seeks to reflect God's love through its teaching and healing ministry.

Our primary responsibility is the education of students, who come from diverse ethnic and cultural backgrounds, enabling them to acquire the foundation of knowledge, skills, values, attitudes, and behaviors appropriate for their chosen academic or health-care ministry. We nurture their intellectual curiosity. We facilitate their development into active, independent learners. We provide continuing educational opportunities for our alumni and professional peers. We encourage a personal Christian faith that permeates the lives of those we educate.

We respect our faculty, staff, and administration who through education, research, and service create a stimulating learning environment for our students. They contribute to the development of new understandings in their chosen fields. They demonstrate both Christian values and competence in their scholarship and professions.

We provide humanitarian service through people, programs, and facilities. We promote healthful living and respond to the therapeutic and rehabilitative needs of people. We seek to enhance the quality of life for individuals in local, regional, national, and world communities.

Nursing functions through a variety of roles to assist individuals and societal groups to attain their highest potential of wholeness. Through a variety of roles, nurses put into practice a body of knowledge and a repertoire of skills to assist the human system with

health problems. The School of Nursing provides an environment in which the student and faculty may grow in professional competence and Christian grace. [\[Back to top\]](#)

In support of the philosophy, mission, and values of Loma Linda University and the philosophy, mission and values of the School of Nursing, the faculty affirms the following beliefs:

- Learning is an interactive process which involves all of the learner's faculties.
- A learning environment nurtures the development of potential, promotes the maturing of values, cultivates the ability to think critically and independently, and encourages the spirit of inquiry.
- Clinical experiences are essential to the development of professional and technical nursing competence.
- Students influenced by the effect of physiological, psychological, sociocultural, developmental, and spiritual variables on their lives learn in different ways, and bring different meanings to the learning experience.

Through the nursing honor society, which was established in 1973, the School of Nursing further fosters academic excellence and the pursuit of Christian graces. In 1975, in recognition of the School's aim of excellence, this honor society, by vote of the national society, became an official chapter of Sigma Theta Tau International, the international honor society for nursing. Installation of the [Loma Linda University School of Nursing's Gamma Alpha Chapter](#) occurred on April 11, 1976. Students and other nurses of excellence, upon meeting the established criteria, become members by invitation.

LLUSN holds agency memberships and actively participates in the following major professional organizations: American Association of Colleges of Nursing, National League for Nursing, and Western Institute for Nursing.” (LLU-SN Website, 2004)

Loma Linda University – School of Nursing **Undergraduate Program: Basic Bachelor of Science in Nursing**

LOWER DIVISION COURSES

Nursing course credits are offered in quarter units under the following formula:

1. One hour of instruction in theory each week throughout a quarter equals one quarter unit.
2. Three hours of clinical practice each week throughout a quarter equals one quarter unit.

Sophomore Year

Admission to sophomore-level nursing courses requires successful completion of the freshman-level courses.

NRSG 214 Fundamentals of Professional Nursing (8 units)

Introduction to the profession of nursing, with emphasis on the basic health needs of the adult-client system; identification of stressors to client system lines of resistance and defense; exploration of historical, ethical, and legal aspects and current issues in nursing;

supervised practice in the development of beginning nursing and decision-making skills through the application of nursing knowledge to the health-illness continuum.

NRSG 215 Nursing Pharmacology (2 units)

Overview of the major drug classifications; introduction to the therapeutic use of drugs in the maintenance and strengthening of the client system lines of resistance and defense.

NRSG 216 Basic Nursing Skills and Health Assessment (4 units)

Introduction to the basic skills required to assess, maintain, and strengthen client lines of resistance and defense; supervised practice in therapeutic communication skills; assisting client systems with personal hygiene, self-care functions, safety, and comfort measures; and assessing client-system variables and environmental stressors that impact the client system; introduction to client teaching and to normal patterns of coping.

NRSG 217 Psychiatric Mental Health Nursing (6 units)

Introduction to the care of client systems exhibiting psychiatric mental-health symptoms related to impaired lines of defense or resistance; emphasis on primary, secondary, and tertiary interventions for strengthening lines of defense/resistance for the client.

(Prerequisites: NRSG 214 and NRSG 216)

NRSG 218 Nursing of the Adult and Aging Client (7 units)

Emphasis on the wholistic nature of the adult/aging client system in response to acute, short-term stressors; the nursing process is used to assist the client system in achieving optimal wellness through strengthening lines of resistance and defense; supervised practice in caring for the adult-client system in acute care settings.

NRSG 219 Nursing of the Older Adult (4 units)

Introduction to and analysis of self-care functions of older client systems experiencing normal aging, as well as selected stressors to the client variables—physiological, psychological, sociocultural, developmental, and spiritual; guided learning experiences in nursing care of the older client in a variety of settings (Prerequisites: NRSG 214, 216; PSYC 226)

NRSG 299 Directed Study (1-8 units)

Opportunity for clinical learning in a selected area of nursing. (Prerequisite: consent of the instructor and the associate dean)

UPPER DIVISION COURSES

Nursing course credits are offered in quarter units under the following formula:

1. One hour of instruction in theory each week throughout a quarter equals one quarter unit.
2. Three hours of clinical practice each week throughout a quarter equals one quarter unit.

Junior Year

Admission to junior-level nursing courses requires successful completion of the sophomore-level courses.

NRSG 314 Nursing of the Childbearing Family (6 units)

Application of the nursing process to the family during childbearing, with focus on optimal wellness for the mother and neonate; emphasis on primary prevention and the identification factors that promote; and stressors that influence/strengthen families' normal lines of defense.

NRSG 315 Child Health Nursing (6 units)

Focuses on the client from infancy through adolescence within the family system; wholistic nursing care emphasizing optimal wellness in relation to potential or actual stressors, including primary, secondary, and tertiary interventions; individualization of the nursing process guided by physiological, psychological, sociocultural, developmental, and spiritual variables of the client system.

NRSG 316 Health Promotion Across the Lifespan (4 units)

Prepares the student to promote optimal wellness throughout the lifespan; examines the impact of common lifespan stressors on students, clients, and family systems; primary preventions--including theories of behavior change, motivation, and health education--applied to strengthen lines of defense

NRSG 317 Nursing of the Adult and Aging Family I (6 units)

A continuation of NRSG 218 (Nursing of the Adult and Aging Client); exploration of relationships among client-system variables in the development of primary, secondary, and tertiary interventions for chronic stressors which require comprehensive nursing care. Guided practice in caring for the adult client system in a variety of community settings. (*Prerequisite or concurrent: NRSG 217*)

NRSG 318 Nursing of the Adult and Aging Family II (6 units)

Study of and participation in complex clinical nursing practice (critical care); students utilize the nursing process in primary, secondary, and tertiary prevention with critically ill clients and their families; emphasis on the scientific basis of the effects of stressors on the lines of defense and resistance; promotes collaborative efforts of the members of the health care team in the care of the critically ill client. (*Prerequisite: NRSG 317*)

NRSG 319 Seminar in Home and Health Nursing (4 units)

Wholistic care of the client system across the life span within the home; clinical experience focuses on acute and chronic stressors; introduces community resources to facilitate continuity of care and to promote optimal wellness.

NRSG 321 Professional Nursing Issues I (2 units)

Discusses issues relating to licensure and the clinical practice of the registered nurse.

NRSG 336 Transition to Professional Nursing (3 units)

Issues and concepts associated with the evolving profession of nursing; introduction to the Neuman model of nursing practice; utilization of individualized learning experiences that build on the application of knowledge gained from past experience. Limited to RNs returning for BS degree.

Senior Year

Admission to senior-level nursing courses requires successful completion of the sophomore-level and junior-level courses.

NRSG 414 Nursing Management (6 units)

The health care agency or nursing unit viewed as the core system, with lines of defense and lines of resistance; the management process as the set of interventions aimed at maintaining or restoring a state of equilibrium and order within the organization; the role of the first-line manager observed and some aspects experienced.

NRSG 415 Psychiatric Mental Health Nursing II (6 units)

Delivery of psychiatric nursing care in a variety of clinical settings within the community; guidance given in assessing stressors and developing primary, secondary, and tertiary interventions within populations at risk for psychosocial stress; case management strategies and psycho-educational interventions practiced; clinical experience directed toward optimizing lines of defense and resistance for families, groups, and communities.

NRSG 416 Community Health Nursing (8 units)

Focuses on the optimal wellness of the community as client; intervention strategies emphasizing primary, secondary, and tertiary prevention with micro-/macroclient systems; skills developed in assessment; diagnosis; planning based on outcomes; and implementation within inter-, extra-, and intrasystem of both aggregate and geopolitical clients.

NRSG 417 Professional Nursing Practice Elective (6 units)

Synthesis of knowledge and skills needed to protect and promote intact lines of resistance and defense of individuals, families, and groups; preceptored clinical experience chosen by the student, who develops own learning objectives under the guidance of the instructor.

NRSG 421 Professional Nursing Issues II (2 units)

Current issues regarding the baccalaureate nurse's responsibility to the nursing profession and society.

NRSG 429 Clinical Nursing Research (4 units)

Preparation of knowledgeable consumers of nursing research who can apply the scientific research process utilizing quantitative and qualitative methods and who can critique research for use in the practice setting; focuses on using research to discover ways the professional nurse can facilitate optimal wellness through retention, attainment, and maintenance of client system stability.

NRSG 499 Directed Study (1-8 units)

Opportunity for clinical experience in a selected area of nursing. (Prerequisite: consent of the instructor and the associate dean.)

San Bernardino Valley College, Nursing Department

The Nursing Department offers a sequence of courses leading to an Associate of Science degree with a major in nursing. Students learn to function in a variety of health care settings and aid clients, through the nursing process, attain or maintain their optimum level of wellness. Graduates are eligible to take the national licensing exam and become licensed as a Registered Nurse in the state of California.

Learning activities are conducted on the San Bernardino Valley College campus and in local hospitals and community agencies. After completion of prerequisites students must apply and be admitted. Prerequisite courses and the admission process is explained below as well as in a booklet available in the Physical Science building and the Counseling Center (SBVC Associate Degree Nursing Program). The program is accredited by both the National League for Nursing and the California State Board of Registered Nursing.

Licensed Vocational Nurses may also take courses leading to Registered Nursing licensure. See the catalog on OPTIONS FOR LICENSED VOCATIONAL NURSES.

California law allows for the denial of Registered Nurse Licensure on the basis of any conviction or action substantially related to nursing practice. The California Board of Registered Nursing requires applicants for licensure with prior convictions to provide proof of rehabilitation that establishes fitness for performing nursing functions. For further clarification, contact the Nursing Department or the California Board of Registered Nursing.

The Nursing Department offers a sequence of courses leading to an Associate of Science (A.S.) Degree with a major in nursing. Students learn to assist clients, through the nursing process, attain or maintain their optimum level of wellness. Learning activities occur on the SBVC campus and in a variety of community health care agencies. Graduates are eligible to take the licensing exam to become a Registered Nurse (R.N.) in California. The program is fully accredited by the California State Board of Registered Nursing and the National League for Nursing.

Registration in nursing program courses is limited to students who have completed pre-requisites and have applied and been accepted into the Nursing Program. The nursing program is a traditional Monday through Friday day/evening program with students admitted twice a year in the fall and spring semesters. The program is 4 semesters. No summer nursing courses are offered.

Students must have college-level competency in English and mathematics. Competency may be shown by:

- English Competency: (complete one of the following) ENGL 101 OR ENGL 015 OR an Assessment test score showing readiness to enter ENGL 101
- Mathematics Competency: (complete one of the following) MATH 090 OR BUSCAL 091 OR TECALC 097 OR a higher level math course OR proficiency examination in MATH 090 OR an Assessment test score showing readiness to enter MATH 095
- Cumulative G.P.A. of 2.0 or higher.

Associate Degree Nursing Program Courses

Intro. To the Associate Degree Nursing Program	NURS 100	1 unit
Fundamentals of Nursing	NURS 102	4.5 units
Medical-Surgical Nursing I	NURS 104	5 units
Pharmacology for Nurses	NURS 108	1 unit
Medical-Surgical Nursing II	NURS 110	5.5 units
Maternity Nursing	NURS 112	5 units
Medical-Surgical Nursing III	NURS 200	5.5 units
Pediatric Nursing	NURS 202	4.75 units
Nursing Care of the Critically ill	NURS 210	2.5 units
Medical-Surgical Nursing IV	NURS 211	3.75 units
Psychiatric Nursing	NURS 212	2.75 units
Advanced Ethical and Legal Aspects of Nursing	NURS 217	1 units

LVN to RN Program Courses

Pharmacology for Nurses	NURS 108	1 unit
Vocational to Professional Nurse Transition	NURS 109	2 units
Medical-Surgical Nursing III	NURS 200	5.5 units
Pediatric Nursing	NURS 202	4.75 units
Nursing Care of the Critically Ill	NURS 210	2.5 units
Medical-Surgical Nursing IV	NURS 211	3.75 units
Psychiatric Nursing	NURS 212	2.75 units
Advanced Ethical and Legal Aspects of Nursing	NURS 217	1 unit

Chaffey College: Associate Degree in Nursing

This program, leading to an Associate in Science Degree with a major in Nursing, is approved by the California Board of Registered Nursing and accredited by the National League for Nursing Accrediting Commission.

The graduate is eligible to take the National Council for Licensure Examination (NCLEX) and, upon successful completion, become licensed as a Registered Nurse in the state of California. There are fees for obtaining licensure by examination or endorsement, interim permit, and biennial renewal. California law allows for the denial of registered nursing licensure on the basis of any prior convictions substantially related to nursing practice

Registered Nurses (RN) provide direct patient care, they observe, assess, and record symptoms, reactions, and progress; assist physicians during treatments and examinations; administer medications; and assist in convalescence and rehabilitation. RNs also develop and manage nursing care plans and instruct patients and their families in proper care. An RN working in San Bernardino County is expected to earn a median base salary of \$47,741 per year (the range is \$44,441 to \$50,904). Source: Nurse Week.com, February 2003.

Requirements: There are several ways to become a Registered Nurse. The career ladder offers the participants credit for courses completed.

- An LVN may work in the field and continue with educational opportunities at Chaffey College by completing the last 2 semesters of the nursing program and general education course for an Associate Degree in Nursing (ADN).
- A CNA or MSNA may elect to enter the ADN program directly and graduate upon completion of four semesters in the nursing major, plus requirements for the Associate Degree.

Associate Degree in Nursing

Major requirements for the Associate in Science Degree:	Units
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NURADN 6*	Clinical Skills I	1.5
NURADN 11*	Nursing Process I	9.5
NURADN 21*	Nursing Process II	9.5
NURADN 33*	Nursing Process III	8.0
NURADN 37*	Mental Health, Psychiatric, and Gerontological Nursing	3.0
NURADN 43*	Nursing Process IV	9.0
NURADN 50*	Professional Issues in Nursing	1.0

Total units for the major	41.5
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* *Must be admitted to the ADN program before taking course.*

Certified Nursing Assistant:

Requirements: To start the CNA program you need to be at least 16 years of age, complete an application to the California Department of Health Services which includes a criminal background screening. You do not need a high school diploma or GED

A Nursing Assistant (NA) assists nursing service personnel with a variety of patient care activities and related nonprofessional services necessary in caring for the personal needs and comfort of patients. Bathes, assists with personal hygiene, takes and records temperature, pulse, changes bed linen and runs errands. A NA working in San Bernardino County is expected to earn a median base salary of \$21,659 per year (the range is \$19,904 to \$23,713).
Source: Nurse Week.Com, February 2003.

Background on WIA and LWIB

The Workforce Investment Act (WIA) was passed by Congress in 1998 and implemented nationwide in 2000. San Bernardino County implemented its WIA program in 1998. The San Bernardino County Board of Supervisors set the stage for program implementation at its November 24th 1998 meeting. The Board of Supervisors (BOS) requested that the Governor designate San Bernardino County as a Workforce Delivery Area pursuant to the Workforce Investment Act of 1998 (WIA).

“The **Workforce Investment Act of 1998** provides the framework for a unique national workforce preparation and employment system designed to meet both the needs of the nation’s businesses *and* the needs of job seekers and those who want to further their careers. Title I of the legislation is based on the following elements:

- Training and employment programs must be designed and managed at the local level where the needs of businesses and individuals are best understood.
- Customers must be able to conveniently access the employment, education, training, and information services they need at a single location in their neighborhoods.
- Customers should have choices in deciding the training program that best fits their needs and the organizations that will provide that service. They should have control over their own career development.
- Customers have a right to information about how well training providers succeed in preparing people for jobs. Training providers will provide information on their success rates.
- Businesses will provide information, leadership, and play an active role in ensuring that the system prepares people for current and future jobs.

The San Bernardino County Board Of Supervisors (BOS) designated the San Bernardino County Private Industry Council (PIC) as the Local Workforce Investment Board (LWIB). The BOS authorized the Jobs and Employment Services Department (JESD) to be the operator of San Bernardino County’s four One-Stop Delivery Systems. And as the grant recipient for the Workforce Delivery Area, designated JESD to serve as the administrative fiscal agent for WIA grant funds.

San Bernardino County’s Local Workforce Investment Board is comprised of Business leaders from within San Bernardino County. The LWIB also includes community leaders, members of the One Stop Partner Network and representatives appointed by the Chief Elected officials. The attached is a list of LWIB members by the county districts and at large membership (private and public):

**San Bernardino County Workforce Investment Board
Private Sector Members**

First District			
BRADY, CCIM, Joseph W. The Bradco Companies P.O. Box 2710 Victorville CA 92393-2710 Office - (760) 951-5111 x101 Fax - (760) 951-5113	WILLIAMS, Guy Edward HDYESN, Inc. 14690 Kokomo Road Apple Valley CA 92307 Office: 909-383-4407	WILLIAMS, Frank L. Housing Action Resource Trust 8711 Monroe Court, Suite A Rancho Cucamonga CA 91730 Office – (909) 945-1884 Fax – (909) 941-4012	LEWIS, John C. LLUMC-Admin. Building 25333 Barton Road Loma Linda CA 92354 Office – (909) 558-6146 Fax – (909) 558-6259

Second District			
GIBSON, John GMG Management, Inc. PMB#362 8780 19 th Street Alta Loma CA 91701 Office – 987-8018	COTHRAN, Phil Cothran State Farm Insurance 8253 Sierra Avenue Fontana Ca 92335 Office - (909) 822-3545 Fax - (909) 829-8070	CLARK, Ken Citizens Business Bank 215 N. D Street, S- 201 San Bernardino CA 92415 Office - (909) 683-2112 Fax - (909)	NELSON, Tina Universal Schools & Colleges of Health & Human Services 10630 Town Center Dr #102 Rancho Cucamonga CA 91730 Office – (909) 980-7855 Fax – (909) 680-4151

Third District			
KLENSKE, Terry (V/C) Dalton Trucking, Inc. 13560 Whittram Avenue Fontana CA 92335 Office - (909) 823-0663	ROBERTS, Bob Emerich & Company 138 Carmody (534-4158) Redlands, CA 92373 Office – (909) 793-2428	LEMLEY, Bob Community Homes Inc. 412 E. Palm Avenue Redlands CA 92373	BARTCH, George Gloria Bartch Real Estate 555 Cajon Suite H Redlands CA 92373

Fourth District			
CHAMLEE, Bryan Consultant 520 E. Harvard Place Ontario CA 91764	HAGMAN, Curt C. Apex Bail Bonds 174 W. McKinley Avenue Pomona CA 91768 Office – (909) 622-0098	CALTA, Michael Vi-Cal Metals 4243 Bryant Street Chino CA 91710	DOWNS, James B. WUHSD (562-698-8121 ex1100) 1321 No. Placer Avenue Ontario Ca 91764-2265

Fifth District			
GALLO, Mike (Chair) Kelly Space & Technology 294 S. Leland Norton Way San Bernardino CA 92408 Office – (909) 382-5642/59 Fax - (909) 382-2012	GONZALEZ, Ray R. Southern California Edison 287 Tennessee Redlands CA 92373 Office – 909-307-6726	CAFFERY, Patrick La Quinta Inns, Inc. 205 East Hospitality Lane San Bernardino Ca 92408 Office - (909) 888-7571 Fax - (909) 884-3864	CORDOVA, Fred CSEA 190 West E Street Colton CA 92324 Phone – (909) 825-0470 Fax – (909) 825-3413

At-Large		
HOVSEPIAN, Abraham Consultant 1568 Rancho Hills Drive Chino Hills, CA 91709 Office – (626) 284-8525 Fax – (626) 284-1036	BETTERLEY, William Rancho Las Flores Partnership 20966 Rancherias Road Apple Valley CA 92307 Office – (760) 389-2285	SKIVINGTON, Skip National Director, Healthcare Continuity, Kaiser Permanente Mail: 215 N D St, S-201 San Bernardino CA 92415 Phone: (510) 987-2022 Fax (510) 873-5053

**San Bernardino County Workforce Investment Board
Public Sector Members (At-Large)**

Adult Education*	Adult Workers*/ Dislocated Workers*/Youth*/ Welfare-to-Work*	Community Based Organization	Community Based Organization
RODDEN, Leslie S.B. County Supt. Of Schools 601 N. E Street San Bernardino CA 92410 Office – (909) 386-2636 Fax - (909) 386-2667	LEE, Keith, ED/PSG Associate Admin. Officer 385 N Arrowhead Ave 5 th Fl San Bernardino CA 92415 Office – (909) 387-5425 Fax – (909) 387-4767	HACKNEY, Clifford Boys & Girls Club of S.B. 1180 W. 9 th Street San Bernardino CA 92411 Office -- (909) 888-6751 Fax: -- (909) 888 1474	RICHARDS, Sandra CSUSB 10040 ½ Baseline Road Alta Loma CA 91701 Office -- (909) 880-5975 x 3952 Fax – (909) 880-5907
Community Services Block Grants*	Economic Development Agency	Economic Development Agency	Employment Service*/ VI. Trade Adjustment Assistance*/Unemployment Insurance*/Veteran's Employment Svcs*
NICKOLS, Patricia L. Community Action Partnership of S.B. County 686 East Mill San Bdno CA 92415-0610 Office – (909) 891-3863 Fax - (909) 891-9080	MARSHALL, Wilfred L. US Department of Commerce Economic Development Admin. 5777 W Century Blvd #1675 Los Angeles CA 90045 Office - (310) 348-5386 Fax - (310) 348-5387	HILLER, Paul Inland Empire Economic Partnership 1291 Research Park Dr, #100 Riverside CA 92507 Office: (909) 779-6700	STONE, Donna Employment Development Department 27447 Enterprise Circle West Temecula, CA 92590 Office – (909) 600-6010 Fax - (909) 600-6022
Indian and Native American*	Job Corps*	Vocational Rehabilitation*	Organized Labor
LOPEZ, Steve Ft Mojave Tribal Council- ITCA 1808 Davidson Lane Needles CA 92363 Office – (760) 629-6123	RENTAS, June Inland Empire Job Corps 3173 Kerry Street San Bdno CA 92407 Office – (909) 887-6305 x 7147 Fax - (909) 473-1511	ROCKETT, Steve CA Dept. of Rehabilitation 3130 Chicago Riverside CA 92503 Office – (909) 684-1040	ECKERT, Phil SB/Riv Counties Building & Trades Council 1074 East La Cadenda Dr. #8 Riverside CA 92501 Office – (909) 684-1040
Organized Labor	Post Secondary Vocational Education*	Title V of the Older Americans Act*	Housing Authority*
MONTGOMERY, Charles Local 783 104 W. Benedict Road San Bdno CA 92408 Office – (909) 984-1193	AVERILL, Donald F. S. B. Community College District 114 S. Del Rosa Drive San Bdno CA 92408 Office – (909) 382-4000 Fax -- (909) 382-0153	SIROWY, William DAAS Senior Employment Program Coordinator 686 E. Mill Street San Bdno CA 92415-0640 Office – (909) 891-3915	SHARP, Effie Housing Authority of the Co. of San Bernardino 715 East Brier Drive San Bernardino CA 92408 Office – (909) 890-0644 Ext 2378
Veteran's Representative*			
ROBERTS, Bob 138 Carmody Redlands CA 92373 Phone: (909) 534-4158			

*Denotes Mandated One-Stop Partners

ASSURANCES, CERTIFICATIONS AND OTHER REQUIREMENTS

For assurances, certification and other requirements, please see the following instructions. If there are any questions regarding this information, please contact the HRSA Division of Grants Management Operations at (301) 443-6960.

CHECKLIST

This is the required last page of the application it should not be numbered, and it will not be counted in the page limitation.

(Check the appropriate boxes and provide the information requested.)

TYPE OF APPLICATION

 X New Application (This application is being submitted to DHHS for a project or program not currently receiving support.)

ASSURANCES, CERTIFICATIONS AND OTHER REQUIREMENTS

Please see the following instructions for Assurances, Certifications and Other Requirements. If the necessary forms have been filed, assurances and certification made, and other requirements met, please check “yes” below. If “no” is checked, please explain.

 X Yes No (If “No”, provide an explanation.)

DATA UNIVERSAL NUMBERING SYSTEM (DUNS)

 X DUNS number has been completed on the face page.

If the applicant has met the requirements of each of the following assurances, certifications and other requirements, please check the “YES” space on the Checklist. If one or more of the following assurances, certifications and other requirements are not met, check “NO” and explain.

- A. **Civil Rights:** Before an award is made, the applicant organization must have submitted, and had accepted by the DHHS Office for Civil Rights, an Assurance of Compliance Form DHHS 690 in accordance with Title VI of the Civil Rights Act of 1964, P.L. 88-352. Pertinent DHHS regulations are found in 45 CFR Part 80. This provides that no person in the United States shall on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity receiving Federal financial assistance from DHHS.
- B. **Handicapped Individuals:** Before an award is made, the applicant organization must have submitted, and had accepted by the DHHS Office for Civil Rights, an Assurance of

Compliance Form DHHS 690, in accordance with Sec. 504 of the Rehabilitation Act of 1973, P.L. 93-112, as amended (29 USC 794). This provides that no handicapped individual shall, solely by reason of the handicap, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance. Pertinent DHHS regulations are found in 45 CFR Part 84.

- C. **Age Discrimination:** In accordance with Title III of the Age Discrimination Act of 1975, as amended, P.L. 94-135, 45 CFR Part 91, attention is called to the general rule that no person in the United States shall, on the basis of age, be excluded from participation in, be denied the benefit of, or be subjected to, discrimination under any program or activity receiving Federal financial assistance. The required assurance (Form DHHS-690) must be on file with the Office for Civil Rights, Office of the Secretary, DHHS, before a grant may be made.
- D. **Sex Discrimination:** Before an award is made, the applicant educational organization must have submitted and had accepted by the DHHS Office for Civil Rights an Assurance of Compliance Form DHHS 690 in accordance with Sec. 901 of Title IX of the Education Amendments of 1972, P. L. 92-318, as amended, which provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under an education program or activity receiving Federal financial assistance. Pertinent DHHS regulations are found in 45 CFR Part 86.
- E. Specific provisions in Titles VII and VIII of the PHS Act (currently numbered Secs. 794 and 810) prohibit the Secretary, DHHS, from making any grant, contract, loan guarantee, or interest subsidy payment under Title VII or VIII to an entity which does not furnish assurances satisfactory to the Secretary that the entity will not discriminate on the basis of sex in the admission of individuals to its training programs.
- F. In accordance with 45 CFR Part 83 of DHHS regulations, no grant, contract, loan guarantee or interest subsidy payment under Titles VII and VIII of the PHS Act shall be made to or for the benefit of any entity unless the entity furnishes assurances satisfactory to the Director, Office for Civil Rights, that the entity will not discriminate on the basis of sex in the admission of individuals to its training programs.
- G. **Other Discrimination:** Attention is called to the requirements of Sec. 401 of the Health Programs Extension Act of 1973, P.L. 93-45, as amended (42 USC 300a-7), which provides that no entity which receives any grant, contract, loan, loan guarantee, or interest subsidy under the PHS Act may deny admission or otherwise discriminate against any applicant (including applicants for internships and residencies) for training or study because of the applicant's reluctance or willingness to counsel, suggest, recommend, assist, or in any way participate in the performance of abortions or sterilizations contrary to, or consistent with, the applicant's religious beliefs or moral convictions.

- H. **Drug Free Workplace Act of 1988, Title V, Subtitle D of P.L. 100-690:** The applicant institution must comply with the requirements of 45 CFR Part 76, Subpart F, which require certification that grantees will provide and maintain a drug-free workplace.
- I. **Certification Regarding Lobbying and Disclosure of Lobbying Activities:** Each person shall file a certification, and a disclosure form, if required, with each submission that initiates agency consideration of such person for award of a Federal contract, grant, loan, or cooperative agreement award action exceeding \$100,000. Government-wide guidance for restrictions on lobbying was published by the Office of Management and Budget in the Federal Register, 54 FR 52306, December 20, 1989. Pertinent DHHS regulations are found in 45 CFR Part 93. See also authority under Sec. 319, P.L. 101-121, as amended (31 USC 1352).
- J. **Misconduct in Science:** Each institution which applies for or receives assistance under a research, research-training, or research-related grant or cooperative agreement under the PHS Act must submit an annual assurance (Form PHS 6349) certifying that the institution has established administrative policies as required by the Final Rule (42 CFR Part 50, Subpart A), and that it will comply with those policies and the requirements of the Final Rule as published in the *Federal Register* at 54 FR 32449, August 8, 1989.
- K. As of January 1, 1990, Notice of Grant awards for grants and cooperative agreements involving research may be issued only to institutions that have filed with the Office of Research Integrity (OR), acceptable assurances for dealing with and reporting possible misconduct in science. The respective Grants Management Office will determine the status of an institution by contacting OR.
- L. **Debarment and Suspension:** The applicant organization must certify, among other things, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency. Seabirds, that is, other corporations, partnerships, or other legal entities (called “lower tier” participants), must make the same certification to the applicant organization concerning their covered transactions. Pertinent DHHS regulations are found in 45 CFR Part 76 and refer to Executive Order 12549 which provides that, to the extent permitted by law, executive departments and agencies shall participate in a government-wide system for nonprocurement debarment and suspension.
- M. **Statement of Non-Delinquency on Federal Debt:** The question applies only to the person or institution requesting financial assistance, and does not apply to the person who signs an application form as the authorized representative of an institution or on behalf of another person who actually receives the funds.
- N. Examples of Federal Debt include delinquent taxes, audit disallowances, guaranteed or direct student loans, FHA loans, and other miscellaneous administrative debts. For purposes of this statement, the following definitions apply:
- For direct loans, a debt more than 31 days past due on a scheduled payment.

- For agents, recipients of a “Notice of Grants Cost Disallowance” who have not repaid the disallowed amount or who have not resolved the disallowance.
- For guaranteed and insured loans, recipients of a loan guaranteed by the Federal Government that the Federal Government has repurchased from a lender because the borrower breached the loan agreement and is in default.

- O. **Drug-Free Schools and Campuses:** The Drug-Free Schools and Communities Act Amendments of 1989, P.L. 101-226, Sec. 22, which added Sec. 1213 to the Higher Education Act, require that any public or private institution of higher education (including independent hospitals conducting training programs for health care personnel), State educational agency, or local educational agency receiving Federal financial assistance must certify to the Secretary of Education, as a condition for funding, that it has adopted and implemented a drug prevention program as described in regulations at 34 CFR Part 86, (55 FR 33581), August 16, 1990, as amended at 61 FR 66225, December 17, 1996. The provisions of the regulations also apply to sub-grantees which received Federal funds from any Federal grantee regardless of whether or not the primary grantee is an institution of higher education, State educational agency, or local educational agency.
- P. **Bloodborne Diseases:** Sec. 308 of Title III of P.L. 102-408, the Health Professions Education Extension Amendments of 1992, requires that with respect to awards of grants or contracts under Title VII or VIII of the PHS Act, the Secretary of DHHS may make such an award for the provision of traineeships only if the applicant for the award provides assurances satisfactory to the Secretary that all trainees will, as appropriate, receive instruction in the utilization of universal precautions and infection control procedures for the prevention of the transmission of blood borne diseases.
- Q. **Smoke-Free Workplace:** The Public Health Service strongly encourages all grant and cooperative agreement recipients to provide a smoke-free workplace and promote the non-use of all tobacco products. Title X, Part C of P.L. 103-227, the Pro-Children Act of 1994, prohibits smoking in certain facilities that receive Federal funds in which education, library, day care, health care, and early childhood development services are provided to children.